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ABSTRACT

Contents of this report focus on the history and activities of the Education Improvement Project (EIP), a branch of the Southern Association of Colleges and Schools. Through innovative and coordinated programs, the Project seeks to improve education for the disadvantaged. Reports include the Education Improvement Projects of Nashville, Durham, Atlanta, Huntsville, and New Orleans; the EIP's reading program, now terminated, which was a project sponsored jointly by Atlanta University and EIP and funded by the Ford Foundation; the Rural EIP, which involves a consortium of educational institutions, organizations, and collaborating agencies, and which currently includes a program in one rural center in Florida, another in Georgia, and another in Tennessee; Project Opportunity, for the preparation of academically able but disadvantaged secondary school students for higher education; and, on the College Education Achievement Project and College Preparatory Center Program. (JM)

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EDUCATION IMPROVEMENT PROJECT

The First Five Years

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NOVEMBER 1969

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

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FOREWORD

Few developments in the South have matched the Education Improvement Project in its inventiveness, variety of programs, and benefits to people. This "brainchild" of leaders in the Southern Association of Colleges and Schools was launched in 1963 with the generous assistance of the Danforth Foundation and the Ford Foundation. The Jessie Smith Noyes Foundation, the Mary Reynolds Babcock Foundation, and several agencies of the Federal government have since joined in supporting the project.

Through the efforts of EIP, as it is familiarly called, venturesome and revealing probes have been undertaken into the secrets of how very young children learn. Experiments in nursery school and kindergarten education sponsored by EIP presage a reformation of substantial nature. Teacher education has been challenged to improve itself and school systems have been supplied the resources with which to undertake significant new advances.

The chief, but not exclusive, area of EIP's concern has been cultural disadvantage and how to break its shackles. Over 25,000 children and youth, ranging from pre-school age through seniors in college, have benefited directly from involvement in EIP programs in more than 100 schools in 20 school systems and 51 colleges.

EIP is in the vanguard of change and innovation. It is now firmly established as a part of the Southern Association and is in a position to serve the South and the nation with increasing effectiveness in the years to come.

Courage, competence, concern about what happens to people, and readiness to act are essential ingredients of significant educational change. These qualities characterize the central EIP staff headed by Dr. Donald C. Agnew and Dr. John E. Codwell and the teachers and project leaders of each EIP center. It is their insight, dedication, and effective work that has made so much educational advance possible in so short a time.

FELIX C. ROBB, *Director*
Southern Association of Colleges and Schools

November 15, 1969

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I

INTRODUCTION

The Education Improvement Project is an arm of the Southern Association of Colleges and Schools which, through innovative and coordinated programs, seeks to improve education for the disadvantaged.

Although the Southern Association is first and foremost an accrediting agency, the whole purpose of accreditation is improvement of the quality of education. EIP, then, is a natural and fitting outgrowth of this concern of the Association.

The Southern Association is unique among the regional accrediting agencies in having an action branch of this kind.

EVOLUTION

EIP's official birth year is 1963. Its origins, however, reach far back into the history of the Southern Association; back, in fact, to 1929 when the Commission on Colleges appointed a committee to evaluate predominantly Negro colleges.

In 1951, with the support of the Danforth Foundation and the General Education Board, the Commission on Colleges launched a plan to assist Negro colleges in measuring up to the regular standards of the Association.

The success of this plan sparked widespread interest and led to a conference in September, 1962, on increasing educational opportunities for Negro youth. As a result of this meeting, a Special Committee of the Association was appointed shortly thereafter to explore what paths SACS might take to improve education for Negroes.

As the problems and possibilities were probed, it became clear that a broader approach to the situation was necessary, an approach that would involve all levels of education and encompass any group which was a victim of cultural and economic deprivation. It would do little good, for example, to improve and integrate Negro colleges if the students entering were not prepared to compete and benefit.

A proposal encompassing these considerations was developed by the Special Committee. At the summer meeting of SACS in 1963, its Executive Committee decided that this proposal for action should represent not just the College Commission, but the entire Association.

In October, 1963, the Danforth Foundation awarded the Southern Association a grant of \$405,000 and EIP became a reality. Actual operation of the project began in January, 1964.

Including the original Danforth grant, projects under EIP have been funded with a total of more than \$27,000,000 from four foundations and several agencies of the Federal government. The project's success in attaining support has enabled it to operate independently of financial support from the Southern Association.

ORGANIZATION

EIP's central staff, housed in the offices of the Southern Association, is responsible to the Board of Trustees of the Association.

From its inception until the fall of 1969, the EIP staff had as a policy-making body the EIP Coordinating Committee, which was composed of persons who were on the Association's Special Committee, members of the College Entrance Examination Board's Committee for Project Opportunity, and the Director of SACS. On the recommendation of an *ad hoc* committee on the future relationship of EIP to SACS, which met in November, 1968, the Southern Association, at its 1968 Annual Meeting, recommended discontinuation of the Coordinating Committee. The Director of EIP, who also serves as Associate Director of SACS for Special Projects, now reports to the Director of SACS and the Board of Trustees. *Ad hoc* advisory committees for special projects of EIP will be appointed when appropriate.

The various projects sponsored by EIP have their own local staffs, some of which are under the direct supervision of EIP central staff members, others of which receive advisory and consultative service from central EIP.

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URBAN EDUCATION IMPROVEMENT PROJECTS

The rapidly spiraling problems of the urban centers of this country make the urban education improvement projects of EIP especially crucial battlegrounds in the fight to improve education for the disadvantaged.

Urban centers have been set up under the aegis of EIP in five Southern cities: Nashville, Tennessee; Durham, North Carolina; Atlanta, Georgia; Huntsville, Alabama; and New Orleans, Louisiana.

The purpose of the urban centers is to bring together, under the leadership of EIP, colleges, universities, and public schools in the designated areas to:

1. improve the educational experiences of the disadvantaged.
2. introduce innovative programs in the schools.
3. test the usefulness of these programs.
4. improve teacher education in the colleges and universities.
5. provide for in-service education of teachers and other personnel.

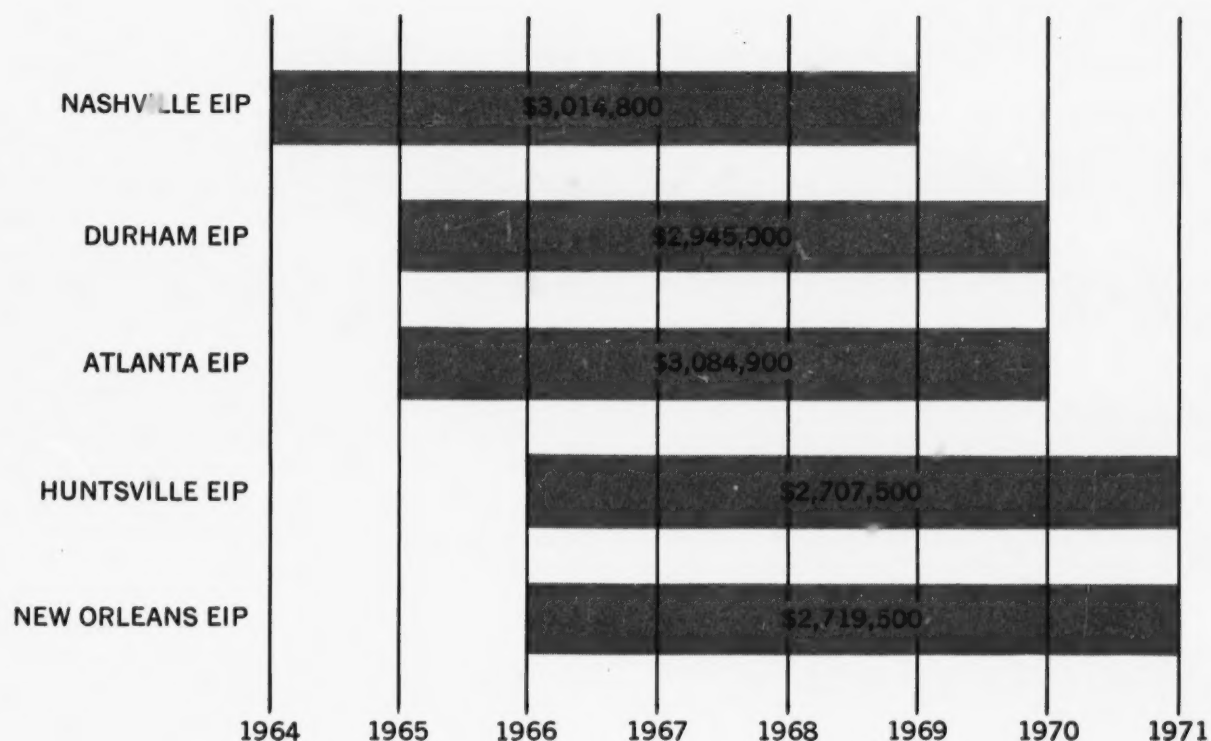
6. provide for dissemination and spread of useful programs in the school system.
7. provide a model of what can be done in metropolitan centers toward improving the education of the disadvantaged.

All five centers were originally funded by the Ford Foundation for a period of five years. The funded period and amount for each project is shown in the chart on the opposite page.

The role of EIP in the establishment of the centers was multi-faceted. Central EIP:

- set up the consortia of schools and colleges.
- aided in developing the plan for each center.
- helped write proposals for the center programs.
- initiated efforts for securing foundation funding.
- provided for communication between the centers.
- stimulated procedures for reporting to foundations and the public.

**URBAN EDUCATION IMPROVEMENT PROJECTS
FUNDED PERIODS AND AMOUNTS**



EIP has a continuing role which varies from center to center. For instance, in the Atlanta center, two members of the central EIP staff serve on the governing board. In the other centers EIP's function is more of a consultative and advisory nature.

EIP's aim from the beginning has been to make the centers independent. Each center has its own

governing board, composed of representatives from the cooperating institutions and the public school system, which selects the director and approves the staff and program within the provisions of the original proposals. Foundation funds go directly to one of the members of each urban center consortium. This member serves as fiscal agent for the project.

NASHVILLE EDUCATION IMPROVEMENT PROJECT

Cooperating Institutions

Fisk University

George Peabody College

Nashville Metropolitan Public Schools

Vanderbilt University

Funding

\$3,014,800 Ford Foundation grant to George Peabody College

Purposes

1. *To help educationally disadvantaged children to:*
 - *function at a significantly higher level intellectually.*
 - *develop appropriate expectations of themselves and others, and to improve in other characteristics believed to be related to success, both in school and in adult life.*
 - *improve school achievement.*
2. *To increase teacher and parent understanding of disadvantaged children and their ability to help these children.*
3. *To demonstrate how desirable changes can be achieved in culturally disadvantaged children, their parents, and their teachers.*
4. *To ascertain the effectiveness of various programs in bringing about desired changes and to obtain other information essential to planning effective instructional programs for the disadvantaged.*

The Nashville EIP was the first of the five urban center programs. In its five years of operation, which terminated August 31, 1969, the Nashville EIP has taken broad aim at the problems of cultural deprivation with programs involving students from kindergarten through the senior year of high school. In terms of age range of young people served, it has been the widest in scope of the urban projects.

The magnitude of the task taken on by the project is dramatized when its purview is expressed in numbers: nine schools, 110 teachers, 5,009 pupils. And this is not to mention a vital aspect of the project—involving parents of the children and, as far as possible, the entire community in combatting the various aspects of deprivation.

Like most large cities in America, Nashville is composed of two sharply contrasting extremes and a range of "in betweens." The educationally disadvantaged are found at every level, but the circumstances are quite different in each.

Nashville's highly favorable picture includes a variety of renowned colleges and universities, several religious publishing houses, and an intellectual ferment that deals continuously with the social issues of our time. So impressive are these and other manifestations of cultural advantage that Nashville is frequently referred to as the "Athens of the South."

A look through other windows reveals another picture. In various pockets throughout the inner city, there are run-down neighborhoods, dilapidated housing, and families whose incomes

are at poverty level or below. This is the picture in which the adults and children, with few exceptions, are greatly disadvantaged—environmentally, socially, educationally. This is the picture which EIP has tried to begin to change.

PROGRAMS

Nashville EIP has sought to accomplish its goals through eight component programs. Although the five-year span of the project has been completed too recently for extensive evaluation to have been reported, some significant results of the programs have been indicated.

Kindergarten School

Around 100 children each year took part in the one-year kindergarten program operated at Nashville's Mt. Zeno School. The school was composed entirely of kindergarten classes.

The program was designed to determine the extent to which kindergarten affects readiness for the first grade and subsequent success in school. It included activities in the following areas: oral language development, social development, dramatics, music, art, reading readiness, number readiness, health, physical development, and safety. Trips outside the school were made to supplement classroom learning.

In planning instruction to meet educational needs, the teachers used published materials on early childhood education, a variety of tests administered to the children, and their own observation of the children.

Each year of the project, the children in the kindergarten made statistically significant

improvement in their levels of intellectual functioning, averaging I.Q. gains of 5-9 points. They also showed greater readiness for first grade than their peers who did not attend kindergarten (as indicated by more A's and B's, with fewer D's and E's, on the Metropolitan Readiness Test). In first grade achievement, the Mt. Zeno graduates have done slightly better than their peers.

K-3 Non-Graded Primary

A four-year, non-graded primary program was conducted at the Carter-Lawrence School. This program was designed around the premise that each child has his own rate and pattern of growth. Rigid grade lines were eliminated to enable the children to acquire academic and social skills at their own rates without fear of failure.

The K-3 program used master teachers, teacher aides, and a wide range of instructional materials and equipment. In addition, the units had access to modern, on-campus mathematics-science centers.

The children who attended the first year of the K-3 program showed significant gains in intellectual functioning as measured by pre- and post-administrations of the Stanford-Binet Intelligence Test. They also demonstrated greater readiness for school on the Metropolitan Readiness Test and tended to score higher on the various Metropolitan Achievement Tests than children of comparable abilities without this year in the program.

Children who remained in the K-3 non-graded program maintained their gains. After four years in the program, all of the pupils were at or near grade level as measured by the Metropolitan Achievement Test.

Cooperative Reading Program

Disadvantaged children frequently have difficulty with oral language development and—perhaps consequently—with reading. In the beginning, the Cooperative Reading Program used three approaches to help first-grade children with speech and reading difficulties: the Peabody Language Development Kit, the Initial Teaching Alphabet, or a combination of the two.

The Peabody Kit was used to help children with poor oral language development. The kit included over 400 picture cards, a supply of color cards, a hand puppet, a teacher's manual, and a set of prepared tapes. It was used daily in a game or fun-type situation to encourage children to listen with interest, to pantomime, to describe, and to think critically.

The Initial Teaching Alphabet was used with children having problems with beginning reading. This alphabet has 44 symbols instead of the 26 in the conventional alphabet. The additional symbols permit each of the 44 to have a single sound value rather than different ones in different words.

For children with both poor language development and poor background for beginning reading, the Cooperative Language Development Program combined the Peabody Language Development Kit and the Initial Teaching Alphabet. Evaluations thus far indicate that all three approaches result in reading gains, but that a combination of the Peabody Language Development Kit and the Initial Teaching Alphabet produced the greatest gains in reading achievement.

Later the program was expanded to include two additional approaches. One of the additional

approaches was "Words in Color" (WIC), a method which, like the Initial Teaching Alphabet, is designed to foster early and continued success in reading through use of a "key" to sound control in words. In this system, each sound has a specific color regardless of the variety of ways in which it can be spelled. Thus, *a* in *hat* appears in the same color as *au* in *laugh*, but in a different color from *a* in *fate*.

The other added approach to reading was the Supplemented Conventional Reading Program. This program included use of a basal reader series supplemented with Hay-Wingo, a set of phonetic materials and activities adaptable to any basal reader series.

In assessing the results of the program, all of the approaches used are being compared with each other to determine their relative effectiveness in helping the children succeed in school.

Remedial Reading Program

The purpose of this program was to improve the limited academic achievement observed among disadvantaged pupils in grades four through six in six Nashville schools. It was felt that the overall academic performance of the pupils might be improved by improving their reading and language skills.

A reading specialist coordinated this program, which provided the appropriate reading services for (1) pupils experiencing normal reading difficulties and (2) pupils with extreme reading defects.

In the reading service for pupils experiencing normal reading difficulties, a "lead" reading teacher was assigned to each of the six

participating schools. This lead reading teacher worked directly with individuals or small groups of pupils referred to her. This teacher also assisted the other teachers in the school in devising and directing reading instructional strategies for their pupils.

Pupils with extreme reading difficulties were referred to a special reading clinic where two reading clinicians provided for them the proper diagnosis and therapy.

Multi-Sensory Aids Program

When disadvantaged young people reach junior high school, most of their background experiences have been concerned with concrete things. Thus, in problem solving which calls for abstract thinking they tend almost automatically to use a concrete approach, that is, to look for a solution in terms of things they can see, hear or feel.

At the junior and senior high school levels, much class work is concerned with abstract concepts. Consequently, there is a great need to bridge the gap between the school's abstract learning tasks and the disadvantaged pupil's concrete approach. Disadvantaged young people must *see* how each abstraction works, *hear* it described in detail, or handle equipment that demonstrates how it operates.

In order to meet this need, Nashville EIP provided a great variety of multi-sensory aids in each of its two target secondary schools. Such things as films, film-strips, plastic models and tape recorders were used to demonstrate various ideas and concepts. To insure effective use of the multi-sensory aids, a specialist helped each teacher select and use appropriate aids for each instructional unit.

Guidance Services

Skilled, readily available guidance service is needed most especially by children with backgrounds of disadvantage. The aim of the Nashville EIP guidance program was to foster pupil motivation and achievement by (1) lowering the counselor-student ratio in grades 7-12, and (2) providing—for the first time in the Nashville school system—guidance services *below* grade 7.

In-Service Education

Improving the performance of teachers in the EIP schools and increasing their competence in working with disadvantaged children were the goals of this aspect of the Nashville project. The program included staff leadership conferences, consultative services, travel, summer institutes and formal graduate training.

Although not without some initial reluctance, the teachers accepted and used effectively such EIP-instituted features as the newer media, formal guidance in the elementary school, and the master teacher concept.

School-Community Relations

In seeking to improve opportunities for culturally limited children, the Nashville EIP went beyond the edge of the schoolyard. A belief basic to the project was that not only the formal education, but also the home and community environment of the youngsters must be improved.

From the very first, EIP held the point of view that the parents and other adults of disadvantaged communities are deeply concerned about the improvement of their communities and the welfare of the children, including their education. If the adults appear to be uninterested,

it is because they do not understand what to do, because they feel powerless to take the needed steps for improvement, because they have been "taught" to distrust school people and other professionals.

In support of its point of view, Nashville EIP provided school-community visitors for its six target elementary schools. The visitors called on parents and helped them to understand what their children were doing in school and why. They also helped the parents in dealing with unemployment agencies, completing forms, and making contacts with other community agencies. They planned activities to bring parents and teachers together and used other means to help them understand each other better.

In order to help all adults in the disadvantaged communities work toward their improvement, the visitors helped them to organize school-community councils. Each council was to identify community needs, such as those for kindergartens, day-care centers, education for adults and recreational facilities. Then, to meet the needs, the visitors helped the councils contact and work with community agencies, such as the Metropolitan Action Commission, the school system, and park boards. The contact and follow-up efforts were conducted so as to help the adults achieve tangible results, regain trust in professionals, and become confident of their own power as community improvement groups.

CONCLUSION

The ultimate aim of the Nashville EIP went beyond the specific goals of improving the educational opportunities and achievement of culturally disadvantaged children. The

underlying point of the whole effort was to bring about changes in the community itself, to make some headway in eradicating the causes of deprivation.

Furthermore, a project such as this is a testing ground for methods of attacking the problems of deprivation in urban areas generally: if it achieves successes, it serves as a model for school-community improvement projects elsewhere.

The changes effected by a project like Nashville EIP—its "spread"—are difficult to measure, but there are some heartening instances which can be cited.

Spread in the Nashville School System

Desegregating the Nashville EIP staff was the school system's first step towards desegregating faculties. Two EIP reading teachers who were Negroes were assigned to formerly all-white faculties. After this, faculty desegregation proceeded continuously.

The Nashville EIP's first summer institute in 1965 was the school system's first extended experience in a city-wide desegregated staff meeting. Since then, integrated staff meetings have become the norm.

Prior to the Nashville EIP, there was no organized guidance service in the Nashville schools at the elementary school level. In September, 1968, a guidance counselor was assigned to a model elementary school guidance program in the Nashville public school system.

Thirty schools in the Nashville school system have added resource specialists. This is a direct proliferation of the master teacher-resource specialist pattern initiated by the Nashville EIP.

The Cooperative Language Development Program has been initiated in three elementary schools which were not in the Nashville EIP.

An Initial Teaching Alphabet Program, the outgrowth of the successful ITA program in EIP schools, was introduced in one non-EIP school.

Twelve remedial reading centers have been established in 12 non-EIP high schools in the Nashville school system. These programs are similar to the Nashville EIP remedial programs. Two additional high school and five additional elementary school reading centers in non-EIP schools are planned.

A non-graded program in two elementary schools was initiated at the beginning of the 1968-1969 school year. The principals of both schools are former Nashville EIP staff members, one an EIP school principal and the other an EIP school teacher.

Spread in the Community

So well has the School-Community Program functioned in the Nashville EIP and so effective has been the role of the school-community visitor in this program, that a distinctly innovative community action program has resulted.

Labeled SENCA (South East Nashville Community Association), this enterprise provides an outstanding example of what can be accomplished by people with very little when they unite to work toward a common goal.

SENCA arose from a merger of three community councils which had been established with the aid of EIP's school-community visitors. The three councils had worked on various problems independently of each other. When they found their efforts overlapping, they decided to pool

their resources as one organization. SENCA was chartered as a non-profit organization with a constitution and bylaws and officers were elected.

Of SENCA's many community improvement activities, probably the most ambitious has been the summer program carried out in 1968. The goals of the program were:

- To provide jobs for the youth, create work experiences, and develop pre-vocational training.
- To develop responsible leadership among the youth and adults of the area.
- To provide opportunities for total family involvement.
- To provide activities that contribute to the personal growth of individuals and mutually satisfying relationships among groups and that further the goals of a community action program.

SENCA secured Office of Economic Opportunity funds through a grant from the Metropolitan Action Commission and employed a staff consisting of one project director, one project supervisor, one neighborhood worker, four program supervisors, and 40 teenagers who live in the area. The summer program was conducted from two centers, one an old fire hall previously renovated by SENCA and the other an old public school building.

Activities of the summer program included:

- A baby-sitting service with one supervisor and 14 teenage "sitters." The sitters were employed in homes and at the centers where baby beds and other facilities were provided. They were required to take the "mother's

aide" training course offered by the American Red Cross.

- Snack bars and lounges at both centers. They were operated 24-30 hours a week, with one supervisor and 16 teenagers employed four hours a day. After the initial investment for some consumable supplies, local merchants contributed to the project. This aspect of the summer program was originated by the teenagers themselves.
- A clean-up, fix-up service, which employed a supervisor and 14 young people to

paint and make minor repairs in the facilities operated by SENCA. They also made minor repairs for senior citizens and disabled people. Metro Parks and Recreation Department supplied paint, ladders, and scaffolds.

- Playground service. This program utilized one supervisor and four workers to conduct recreational activities in the neighborhood.

Even though the Nashville EIP has terminated, SENCA's work continues, a lasting result of the project.

DURHAM EDUCATION IMPROVEMENT PROJECT

Cooperating Institutions

Durham City Schools

Durham County Schools

Duke University

*North Carolina Central University (formerly
North Carolina College at Durham)*

Funding

*\$2,945,000 Ford Foundation grant to Duke
University*

Purposes

1. *To develop a model school system a) providing a longitudinal stimulation and evaluation program for a large number of culturally disadvantaged children at early and various stages in their lives, and b) focusing heavily on the pre-school child, but allowing for transition into the early elementary years.*
2. *To conduct continuous research on curriculum and child development.*
3. *To develop an innovative program having implications for state and national efforts on behalf of the disadvantaged child.*

The Durham EIP brings together two universities, one predominantly white and one predominantly Negro; the city and county school systems, and an anti-poverty agency to meet the educational needs of children in poverty.

Initially operating in conjunction with Operation Breakthrough, Durham's city-wide action

program supported by the U. S. Office of Economic Opportunity, the Durham project works in three "target areas" where money and hope are scarcest.

PROGRAMS

Infant Evaluation Program

Among the five urban projects, Durham is unique in starting work with children at birth.

EIP's youngest clients are enrolled in the Infant Evaluation Program, primarily a monitoring and data-gathering study of the first 24 months of life of 38 culturally disadvantaged infants.

Using various measures of mental, motor, and behavioral development, EIP staff members evaluate infants at regular intervals at the Duke Medical Center. Later the children are placed in the EIP nursery or pre-schools where their personalities and educational development are closely observed and correlated with the basic data on early development and behavior provided by the infant project.

Eventually the program should lead to the development of intervention techniques useful in correcting decelerating rates of development.

Programs for Pre-School Children

Two-year-olds (including infant project graduates) enter the educational sequence through a carefully structured program emphasizing body care, self-control, language development, sensory motor coordination,

physical skills, and simple social activities. The first such unit opened in April, 1966.

A second nursery school phase, for three-year-olds, emphasizes language development and the ability to understand a wide variety of things, ideas, and people in an ever-expanding environment.

Children of four and five years of age are enrolled in more highly structured programs. The first of these, two kindergartens operating in Durham City and County schools, opened in September, 1965.

Kindergarten classes stress readiness for formal intellectual tasks. Through a wide range of concrete activities, youngsters are helped to develop concepts which will help them to relate to symbolic representations of the world around them.

Careful preparation is made for the more formal reading and mathematical activities of first grade. Early mathematics activities include manipulation of the Cuisenaire rods; reading skills have been taught by the Words in Color method, which assigns a different color to each sound in the language.

Southside School, located near the Duke University campus, serves as a laboratory center for teacher training and curriculum innovation. In a current special study, children receive positive reinforcement on an individualized basis as a means of bringing about desired behavior changes.

EIP staff seminars are held regularly to study curriculum needs, learning theory, and classroom behavior analysis. Data for such study and for cross-sectional research is collected by research observers who move within the classrooms

regularly, documenting child behavior and fitting it into the most appropriate of 13 categories contained in the Coping Analysis for Education Settings (CASES), developed by Robert L. Spaulding, EIP Director.

Ungraded Primary Classes

In September, 1966, the first ungraded primary classes were launched at two of the project schools. These primary units, which cover the first three years in the public school, make it possible for each child to be taught at his level of social and conceptual development within his own age group.

Carefully articulated programs in reading, mathematics, language, science, and social studies are presented to the children. In addition, the pupils are encouraged to create their own representations of reality (or fantasy) using a variety of tools and materials.

In carefully guided encounters with symbols of sounds, shapes, objects, and ideas, the children learn to master reading, the Arabic system of numbers, and even elementary equations and fractions.

Teaching manuals have been developed by this component of the EIP under the following titles: *A Language Program for Culturally Disadvantaged Children*; *A Guide for Selecting Art Materials*; *Language Stimulation*; *Tool Technology for the Classroom*.

Youth Program

EIP's Youth Program involves early adolescents likely to become parents of future model system children.

By beginning with disadvantaged youngsters in the seventh grade, the program seeks to reach

the girls and boys several years before they become parents. It utilizes schools, churches, and existing community organizations to establish communication with the target group and focuses on three broad areas: family life education, consumer education, and vocational choice and preparation.

The ultimate aim of the Youth Program is to have some effect on the problems relating to child-rearing, family planning, and family management: in short, to help these adolescents—and their children to come—toward a better family life than they might otherwise have.

RESEARCH EMPHASIS

From the outset of the Durham EIP, the research aspect of the program has been a major component of the overall effort. The idea was not only to use existing knowledge, but to *discover* more effective ways of helping children to escape the destructive effects of deprivation.

The Research and Evaluation branch of the Durham EIP staff is responsible for general evaluation of the programs, special studies, measurement of impact on the local education community, and feedback to the program and information branches of the project.

The Research and Evaluation component is divided into three basic sections: the Infant Evaluation Project (described above), General Evaluation, and Special Studies.

In addition to having full-time professional research personnel, the General Evaluation section trains and utilizes housewives from the community as educational technicians.

During fall and spring a general evaluation of all EIP youngsters is accomplished. Individual

assessments are made of each child's intelligence, social maturity, language age, motor development, educational readiness, and academic achievement. Data are collected and posted to individual progress charts for each child, then punched on IBM cards and stored on tape at Duke University's Computer Center.

Data are used to measure gains along various dimensions from fall to spring of each program year, and to provide a pool of basic data from which special studies can be accomplished. In addition, these evaluations result in individual referrals for psychological, psychiatric, pediatric, and educational consultation.

The Special Studies section is composed of a chief research assistant, research consultants, and eight full-time, highly-skilled research technicians assigned to one or a combination of on-going special studies according to priorities set by the EIP research director.

These special studies generally fall into one or more of the four areas of EIP's research emphasis: characteristics of disadvantaged children; individual case studies in behavior modification; studies in curriculum development and classroom behavior; and study of EIP program impact. Thus far into the project, some 39 special studies have been carried out.

As examples of some of the studies conducted:

- Nineteen children were tested on their ability to learn visual-verbal paired associates utilizing two instructional methodologies, 1) classical presentation, and 2) cumulative learning.

More children (14) learned faster by the cumulative method than by the classical method (3). Two children showed no difference.

- An experimental summer program was conducted to build academic and social skills in a group of culturally deprived children who would be entering first grade in the fall. The curriculum included a language and reading program, an arithmetic program, and training in cognitive skills.

Pre- and post-testing showed that the children made significant gains in language, speech, pre-reading skills, arithmetic, and ability to handle abstract concepts.

- Four first-grade boys with behavior problems participated in a study of the effectiveness of token reinforcement in a small-group setting.

Three approaches were compared: Social reinforcement, the awarding of "stars" without material value, and the awarding of stars exchangeable for objects at a miniature store.

The latter approach produced the greatest decrease in unacceptable behavior and increase in desirable behavior.

With its concerted research effort, Durham EIP is likely to make contributions to education for the disadvantaged that extend far beyond the city limits of Durham, North Carolina.

ATLANTA EDUCATION IMPROVEMENT PROJECT

Cooperating Institutions

Atlanta Public Schools

Atlanta University

Emory University

Funding

\$3,084,900 Ford Foundation grant to Emory University

Purposes

- 1. To introduce and demonstrate in the schools involved, the pre-kindergartens, and the related programs, the most promising procedures for raising the academic achievement level of all pupils and for giving massive assistance in the basic skills and subject matter areas to pupils who have special needs.*
- 2. To put into effect in-service and pre-service teacher education programs and activities which will provide school and university personnel with significantly more knowledge, deeper insights and improved skills for contributing to the education of all children and especially those who are culturally disadvantaged.*
- 3. To conduct studies in the social phenomena, the psychology, and the education of the culturally disadvantaged; to monitor and evaluate the school programs; and to contribute to the literature in the field.*
- 4. To improve understanding and communication between the schools and the communities, to coordinate the school programs with those sponsored by related agencies, and to disseminate information effectively.*

A series of projects and activities, all related by purpose and goals, forms Atlanta's Education Improvement Project, known as the Urban Laboratory.

The Urban Laboratory draws on the ideas and skills of personnel from Atlanta University, Emory University, and Atlanta Public Schools to devise and carry out its programs.

Although characteristics vary depending upon a project's nature and intent, each project must specify objectives defined in terms that are subject to evaluation.

PROGRAMS

Science: A Process Approach

The first curriculum project initiated in the Urban Laboratory was a process approach to the study of science, a course for grades K-6 designed to develop fundamental problem-solving skills in all subject areas. Its structured framework and design for teacher-pupil behavior have implications for the total curriculum, and the science aspect becomes somewhat secondary as behavior changes are brought forth.

The materials—developed under the direction of the American Association for the Advancement of Science (AAAS)—are being used in three EIP schools, now for the fourth year, by 49 teachers instructing 1,500 children. In the long run, the project should determine what benefits the process-oriented approach provides for educationally disadvantaged children.

Four characteristics identify this approach as a vehicle for possibly improving elementary education:

1. It is a language program that is not textbook oriented, so that a child's success in the course is not predicated on sound reading ability.
2. AAAS is performance oriented.
3. Specific teacher behavior is demanded. With a performance oriented subject and no student textbooks, the teacher must engage the child in discovering knowledge and skills. (The teacher's role is supportive and encouraging, not corrective and criticizing.)
4. The program provides for, and demands, continuous evaluation.

Each unit is systematically evaluated upon its completion by sampling a group of students. Since *Science: A Process Approach* is sequentially developed—the behaviors tested for are important for the success of behaviors to be developed subsequently—the teacher is able to use immediate feedback from continuous assessment (evaluation) to determine the advisability of moving on to a new unit without repeating portions of the one just completed.

Pre-Kindergarten

A pre-kindergarten project was created in the Urban Laboratory to determine what compensating effects early intervention might have on disadvantaged children. Its goal is to help these children develop behaviors necessary for success in school early enough to preclude the need for mass remediation in the middle and upper grades. Objectives include increasing and developing the language, perceptual and

conceptual skills of the 3½ to 4½-year-old children, and developing and demonstrating appropriate teacher behavior in pre-kindergarten classes for the disadvantaged. Two approaches are emphasized:

1. Working with the children individually to make the most of their potentials.
2. Seeking to involve parents in every aspect of the child's beginning in the educational system.

Two classes of pre-kindergarten operate in E. A. Ware School, two in Grant Park School, and one in M. Agnes Jones School. Each class has an approximate enrollment of 20 and a staff consisting of a lead teacher, an assistant teacher, and a teacher aide.

Teaching teams from the five EIP classes meet with teams from seven pre-K units in the Atlanta Public Schools for joint in-service training and joint feedback.

Reading Programs

In each of the three project schools, the Urban Laboratory has instituted reading programs based on the pre-reading curriculum developed for children of pre-school age. The teachers involved are given special training in the new approaches being used.

The program at M. Agnes Jones emphasizes getting primary-grade children off to a better start in reading. The Bereiter and Engleman Language Program is used in the pre-kindergarten classes.

The primary grades pick up with the Scott, Foresman Readiness Book, *Before We Read*; the

Lippincott Reading for Learning workbook, and the AAAS science materials.

The E. A. Ware School is conducting a special reading project in which one group of first graders is taught by the traditional basic text approach and the second group by the programmed linguistic method.

The Grant Park School reading program focuses on an individualized approach to reading.

In addition to these programs, the three schools are involved in a joint undertaking with the Urban Laboratory and the Atlanta University Reading Center. The Center provides help with reading problems to selected students from the EIP schools. Center personnel also demonstrate developmental and clinical procedures, assist in in-service work with teachers of the referred children and provide a continuous exchange between schools of materials, ideas, and special techniques.

Staff Teachers

Twelve staff teachers, subsidized by the Urban Laboratory, provide a reservoir of certified talent ready to release classroom teachers for in-service education in the three project schools.

When 10 staff teachers were hired during the 1967-1968 school year, many of the classroom teachers regarded their "replacements" with indifference or skepticism. Therefore, it seemed preferable to develop the staff teacher program with more emphasis on a "permanent" type school affiliation. Twelve teachers fulfilled this role during the 1968-1969 school year.

Four teachers are assigned to each school as regular full-time faculty members, releasing four

regular classroom teachers during the school day to participate in in-service activities.

This shift in the role of the staff teachers has resulted in their becoming integral parts of the teaching staffs.

Pupil Services

Prior to 1965, school psychologists and social workers were not a part of individual school faculties in the Atlanta Public Schools. EIP programs provided a first in introducing their use.

The Urban Laboratory continues to provide a school social worker at each school and a school psychologist that serves all three schools.

The TABA Teacher Development Program

The TABA Teacher Development Program initiated in Atlanta by the Urban Laboratory is a pioneer project in the sense that it is one of only two TABA Programs now being conducted in the southeastern United States.

The program was generated by (and named after) the late Hilda Taba, internationally-known leader in curriculum development and learning theory. Dr. Taba realized the need for new instructional programs which emphasized the following two major objectives:

1. Subject matter and learning experiences must contribute to the development of selected concepts and generalizations that are valid, significant, and transferable to other experiences.
2. Teaching strategies and learning experiences must support and encourage inquiry and the development of higher-level thought processes.

To accomplish these objectives, teachers must function as question-askers and facilitators of the learning process. To get teachers to function in this manner, an in-service education program for teachers was developed from Dr. Taba's research.

The teaching methods developed by the TABA in-service education program are aimed at developing children's cognitive learning skills and abilities in the areas of concept formation, interpretation of data, and application of generalizations.

In addition, it is hoped that through TABA teaching techniques, teachers will be able to help their children develop rational thinking in relation to inter-personal relationships.

Early in the fall of 1968, the Urban Laboratory began a Teacher Education Workshop which continued throughout the school year. Twenty-six teachers met weekly in two groups of thirteen for a 2½ hour session.

By mid-winter, the "teachers-in-training" had begun to incorporate the knowledge and skills they were acquiring into their normal classroom teaching techniques. Teachers have reported that by using TABA teaching strategies, they have been able to elicit participation in classroom activities from students who have previously been considered passive and indifferent.

It is hoped that plans will evolve ultimately to implement this program in the Atlanta School System at large.

The Community School

The community school program could be considered an experiment in "free education"—

free in the sense that there is no charge to the adults or youths who enroll in its classes, but more importantly, remarkably "free" in its planning and operation.

An Advisory Council was organized at the outset of the program to involve community residents in planning the type of courses that would be offered and other decisions affecting the community school.

Recent courses offered by the EIP community schools have included: cashiering, consumer education, typing, sewing, hair styling, oil painting and other art courses, flower arranging, basic education, cake decorating, shorthand, radio and television repair, and even the art of judo.

There is no set format for the curriculum in the community school; the program is flexible and continually changing to meet the needs of the people it serves.

The community school program is primarily aimed at adults in an effort to get them more involved in the total school operation. Courses offered at the community school have also become the means by which many young people and adults can fulfill their educational, employment, and recreational needs.

The community school program was first put into effect by EIP in 1966 in the Grant Park Elementary School. From its original schedule, Grant Park had to expand its course offerings and hours, remaining open four nights each week and offering a much more diversified curriculum. Now community school programs are in the process of emerging in the other two EIP schools as a result of determining the needs and wishes of community residents.

John F. Kennedy School and Community Center

A "model" school—blending education and community service—will soon become a reality in an inner city area of Atlanta. The Urban Laboratory will work closely with the Area I Superintendent, the Atlanta University School of Social Work, the Emory University Institute for the Study of Social Change, and 11 community agencies in developing operational plans for the new school and community center. It is planned that EIP will play a key role in curriculum development for the center.

The JFK Center will provide a neighborhood base of operations for numerous social and health agencies on a seven-days-a-week, 12-months-a-year basis.

Contained within the Center will be a middle school serving approximately 1,050 students.

The JFK Center will be open beyond normal school hours, thereby providing facilities for

adult education, recreation, and vocational training. The "model" school will offer classes to fulfill community needs and interests.

The unique center is to be completed in 1970. Prior to its opening, the many agencies and groups with an interest in the center will intensify their work with the people of the community to find out what they want and need in a pace-setting new community center.

NEW DIRECTIONS

As the Urban Laboratory has evolved, there has been an increasing emphasis on community involvement. The Ford Foundation has approved a plan to extend the project for an additional year (without additional funding). The central focus of the Urban Laboratory will increasingly relate the research, teacher education, and curricular programs to the needs of the community. Representatives of the community will have key roles to play in planning and execution of the programs.

HUNTSVILLE EDUCATION IMPROVEMENT PROJECT

Cooperating Institutions

Alabama A & M College

Auburn University

Huntsville Public School System

Madison County Public School System

University of Alabama at Huntsville

Funding

*\$2,707,500 Ford Foundation grant to
Huntsville Public Schools*

Purposes

- 1. To develop and demonstrate a curriculum which will improve and enrich the skills, attitudes and thinking processes of the disadvantaged pre-school child, thereby reducing the chances of his progressive retardation in the regular school program.*
- 2. To develop in-service programs which will afford teachers and other personnel better understanding of the disadvantaged child and an understanding of how best to implement curricula geared especially for the disadvantaged child.*
- 3. To develop ways and means of involving parents of the disadvantaged in the educational endeavors of their children while enhancing to a great degree their own improvement.*
- 4. To develop and demonstrate ways of effectively working with the public schools in coordinating EIP efforts and fostering close continuity with the regular school program.*

- 5. To demonstrate ways of improving the instructional program for disadvantaged children and the effectiveness of their teachers, thereby improving the total school program.*
-

The formation of the Huntsville EIP was the climax of a two-year period of activity by the Association of Huntsville Area Contractors (AHAC), which drew up the plans for the project in cooperation with local educators, representatives of neighboring colleges and universities, and EIP.

This cooperative effort between businessmen and other community agencies helped to attract financial support for the program, the specific objective of which is to improve educational opportunities for the disadvantaged people of the community. The "community" served includes not only the city schools, but all the schools of the surrounding county—a feature unique among the urban projects.

PROGRAMS

For five years, Huntsville EIP is focusing its energies, talents, skills, and money in a three-pronged program that includes an instruction component, parent education, and teacher education.

Instruction

Twenty-three teachers assisted by 23 aides began the Education Improvement Project with 23 groups of 15 five-year-olds. These

teachers found their students lacking in language development (both vocabulary and speech articulation) and in positive self-concept.

As the program has developed, it has become apparent that the key to a sound program for the 600 four- and five-year-olds now enrolled is the well-trained teacher, possessing a high degree of sensitivity to the individual needs of the children, who exhibit varying degrees of deprivation in intellectual achievement, physical development, and emotional maturity.

A basic testing program determines the strengths and weaknesses of each child; the teacher and a program specialist then plan an individualized program for each child within the group.

Activities of the program are scheduled in large blocks of time, enabling the teacher and aide to work with the whole group, small groups of from two to five, or individual children. The teacher works from a resource book, compiled by the teachers themselves with appropriate activities in various areas of content.

One of the most valuable periods of the day is work-and-play or "choosing time." During this period, children are guided into appropriate activity by their own interests and by the teacher, who knows the needs of each child. Children work in individual pursuits or cooperatively in small groups. Activities include easel painting, building with blocks, housekeeping play, woodworking, the use of the tape recorder and the Language Master.

A speech survey of five-year-old EIP children is held at the beginning of the school year to spot speech deviations. Once specific problems are located, the teacher and EIP specialist set up a program of activities to help the child

establish good speech patterns. Children with severe problems receive individual help from the specialist throughout the year.

Parent Education

The parent education program is coordinated with the needs of the child. What is done with the parents is based on their child's problems and his progress through the pre-school and elementary grades.

As the program moves into the early elementary grades, the teachers at those levels are being encouraged to continue their frequent visits to the homes. During their summer workshops and intern programs conducted within the teacher education program structure, teachers study the sociology of the disadvantaged and the means of most effectively working with the disadvantaged family. The experience of home visits further broadens the teacher's understanding of the disadvantaged child's needs as well as the causes of cultural deprivation.

Activities already underway within EIP allow parents to participate in various ways as teaching aides, volunteer workers, food services assistants, and in other capacities. Included in projected plans made by staff personnel are evening adult education courses designed to attack illiteracy and to provide vocational training, instruction in hygiene and nutrition, and general enrichment programs for the child's home environment.

The parent education phase is being coordinated closely with the other program components, and extensive use is being made of the case history approach in developing data concerning the children. EIP is also acting as a liaison

agent between public health and welfare agencies in the community and those homes which are found to be in need of such service.

Teacher Education

One of the main components of the Huntsville project is an active, aggressive program of teacher education. The teachers themselves help to plan this program as they evaluate their own needs. The expressed needs of teachers working with four- and five-year-olds have been primarily in the areas of child development, sociology of the disadvantaged, and language arts.

A summer institute was held preceding the first year of the project's operation at a supporting institution. During the first year of the project, teachers participated in in-service meetings conducted by consultants representing a variety of disciplines.

During the summer of 1968, a five-week institute was held. The participants included EIP teachers and staff members, and first grade teachers and principals from the target schools in Huntsville and Madison County.

The institute included lectures in child growth and development, sociology of the disadvantaged, and language arts. Participants observed experienced teachers working with disadvantaged four- and five-year-olds. Each participant was assigned one child for observation. Anecdotal records were made and discussed in conference with demonstration teachers and consultants. Areas explored in depth were storytelling and creative drama, modern mathematics for the young child, and music.

Teachers are given the opportunity to observe other projects, to attend professional meetings, and to enroll in graduate courses in early childhood education made possible by special arrangements with a supporting institution. Small group meetings are held for teachers to discuss and diagnose problems, plan curriculum, and evaluate progress. Support is given to these activities by the staff and visiting consultants.

SUMMARY

EIP's intensive efforts to introduce disadvantaged children to themselves should result in their recognition that they are persons of worth; thus they create for themselves emotional and mental stability and are free to proceed in school life with confidence and a sense of purpose.

Realizing the significant role played by adults in the disadvantaged homes, the EIP staff is placing great emphasis on a firm, healthy home-school relationship. EIP's emphasis is based essentially on the belief that much of what is accomplished within the framework of the instructional program can be reinforced by interested, informed, and motivated parents.

Believing that the key to a successful instructional program for the disadvantaged child is the highly trained professional teacher, the EIP staff is concentrating on an aggressive program of teacher education, a program which the teachers themselves help plan with suggestions and evaluation of their needs.

Working on these fronts, EIP is helping the Huntsville of yesterday and today toward a better Huntsville of tomorrow.

NEW ORLEANS EDUCATION IMPROVEMENT PROJECT

Cooperating Institutions

*Dillard University
New Orleans Public Schools
Tulane University*

Funding

*\$2,719,500 Ford Foundation grant to
Tulane University*

Purpose

To provide both in-school and out-of-school activities which will 1) stimulate creative thinking, 2) motivate verbal and written communication, and 3) develop higher inspirational and aspirational levels in the pupils in the program.

The simply and succinctly stated purpose of the New Orleans EIP is the basis for a project far from simple. The project attacks the results of poverty in New Orleans by working with children, parents, and teachers in an array of innovative programs.

The two schools participating in EIP are the Medard H. Nelson and Edward H. Phillips Elementary Schools, which have an enrollment of some 2,200 pupils in grades kindergarten through six. The majority of the pupils live in the St. Bernard Housing Project area of the city, where the median income of families is \$2,500 a year—\$500 to \$1,000 below the "poverty level."

Administratively, the participating schools are operated as a sort of sub-system of the New Orleans Schools. This enables EIP to operate with a degree of autonomy unusual for projects of this kind.

PROGRAMS

Operating on the premise that one major form of deprivation is experience deprivation, the project starts by providing basic childhood experiences in a pre-kindergarten program for children from three years, eight months old to kindergarten age.

After two years in the pre-school program, the children move into a non-graded, multi-phase system, which covers the first three grade levels of elementary school. This system allows each child to progress at his own rate, and precludes the problems of boredom for the brighter students and failure for the slower ones.

Within this framework, the areas of primary emphasis are cultural activities, parent-community involvement, and language arts.

Cultural Activities

Most children involved in New Orleans EIP have had scant, if any, exposure to cultural activities—they are "experience poor." The project staff believes that participation in art, dance, dramatics, and music can help these children to learn, as well as open up new worlds of interest and aspiration. Consequently, concerted efforts have been made to provide

both in-school and out-of-school experiences which will produce these results.

IN-SCHOOL CULTURAL ACTIVITIES

The objectives of in-school activities in the arts are:

1. to enrich each child's cultural experiences.
2. to nurture a strong and positive self-image for each child.
3. to provide another learning area for creative self-expression.

The Children's Theatre. The Children's Theatre has been designed to provide both teachers and students with a rich extra-curricular activity and to offer a new and more effective means for classroom learning to be achieved. In the first phase of the program, teachers are given special training in selecting, planning, and producing children's plays. In the second phase, children are exposed to theatre through attending community productions. In the third phase, classes actually produce plays for presentation to other classes in the school.

Creative Dramatics. This program has as its goal "expanding and enriching the 'inner life' of each pupil and helping him to recognize and deal effectively with the various kinds of conceptualizations expected of him in the school." Basic sensory awareness exercises and play activities focus on revitalizing the child's sensory faculties so that he can better relate to his environment.

Music. The discovering and exploring of music by EIP children begins at the very first level, with in-school "live" concerts and rhythm bands. Explorations grow into understanding through

a widening of the program into a correlated curriculum of music, language arts, social studies, science, and art in the middle grades. One of the newer elements in the EIP music curriculum is the Zoltan Kodaly method of teaching children at the first grade level to read music. The basic approach is through the use of rhythm syllables and extensive physical movement.

Art. The major focus of the art program is increasing creativity in the classroom. An important aspect of the program is in-service training of teachers to prepare each one for the role of "artist" and art teacher. In turn, the teachers pass along their experiences and enthusiasm to the pupils with the aim of bringing out the artist in each child.

OUT-OF-SCHOOL CULTURAL ACTIVITIES

At various times during the school year, pupils and their parents attend jazz shows, stage plays, and musicals held on the campuses of Dillard and Tulane Universities, as well as in-town performances of the New Orleans Repertory Theatre Company. In connection with the city-wide concerts for school children, pupils in grades three to six attend concerts by the New Orleans Symphony Orchestra.

Field trips are taken to various sections of the city and places of historical, vocational, and cultural interest.

The Cultural Activities program of New Orleans EIP is producing results in several areas. Observation of pupil behavior has indicated that the out-of-school experiences have the effect of heightening appreciation of art, drama, and music and of instilling genuine acceptance of

these activities. Teachers in the EIP schools are now correlating art and music with other courses. Pupils are using their free time "creating" with clay, paper mache, string and paper.

Parent-Community Involvement

The point of view of New Orleans EIP is that many parents at the lower end of the socio-economic ladder are ready to work with educators for change. The parents' attitudes are excellent, but their limited experiences tend to restrict the development of their children.

Efforts to broaden parental limits is a vital function of the EIP parent-community program. The activities in this program are coordinated by the EIP Visiting Teachers, the Community Information Office, and the St. Bernard Community Council.

Most important for children from low-income families is the involvement of their fathers or other male adults in their lives. The NOEIP Dad's Club was formed as the vehicle for enlisting the cooperation of the men in the community. The organization is open to all men living or working in the area surrounding the two schools. Through cultural, social, athletic, and academic activities jointly decided upon by the Dad's Club, the students, and representatives of the schools, the goal is to extend the intellectual, cultural, and social environment of the students and the community.

Another vehicle for community involvement is parent workshops. To enhance positive parental reinforcement, programs involving parents are planned and implemented. These programs provide parents with knowledge of what takes place in the school environment and how those

events relate to the eventual fulfillment of the family as a social entity.

It is the objective of the NOEIP parent-community program to provide the parents with a basis for increased participation in the making of school decisions. This goal can be reached by giving the parents a clear understanding of the school curricula planned for their children. The leaders of the program feel that the parents need to realize more fully the problems confronting schools in general and, in particular, the schools which their children attend. By canvassing the St. Bernard Community, the program leaders are able to find out which areas relating to the schools and their children's education the parents are learning more about.

The program of parent field trips began with students and parents together visiting sights of interest around New Orleans. Now parent field trips precede those of the students so that parents can encourage their children's attendance and will take an added interest in the school and in their sons' and daughters' educational experiences.

One certain effect of the parent involvement program has been to broaden the experiences of the parents of EIP children. In addition, the mothers and fathers are much more knowledgeable about their children's experiences within the schools. EIP staff have observed that the parents now manifest a greater interest in community and school affairs.

A highly important aspect of the community program is the work of the Community Information Service of EIP. This unit attempts to serve as a link between the project and the

community—both the St. Bernard area and the New Orleans community at large. Through publications, radio, TV, newspapers, and speaking engagements with local groups, the Information Service informs and involves the community in the activities of the project.

Language Arts

The child who cannot effectively use language usually makes little progress in school. He falls farther and farther behind in reading and the other language arts and therefore cannot cope with instruction generally.

Realizing that children from a poverty environment suffer from just such a language handicap, New Orleans EIP places top priority on language arts, especially reading.

In developing the instructional program in language arts, the project followed—and continues to follow—a specific step-by-step procedure:

1. Identification of the learners in terms of their intellectual, physical, emotional and linguistic characteristics
2. Specification of instructional objectives appropriate to these learners, which include the criteria for evaluation
3. Development and demonstration of appropriate methods, materials, and activities in the language arts
4. Evaluation in terms of the criteria set forth in the objectives

Because of the underlying research and demonstration nature of the project, it was decided not to duplicate interventions being implemented elsewhere in the New Orleans

School System. Attention in reading was therefore generally focused on the initiation and implementation of a variety of reading approaches other than basal reading.

At the primary grade levels, children reading below grade level receive intensive remedial reading instruction, and programmed materials have been extended to include a spelling series. Those classes composed of pupils reading at or above grade level use a basal reading approach in order to continue the reading program which has apparently been successful with these children.

A variety of materials, methods, and activities are used in instruction involving the language arts other than reading. As they become available, new materials and equipment, as well as additional interventions and approaches, are implemented.

Evaluation of the various techniques and materials is, of course, a consistent and ongoing activity of the language arts program. Evaluation of the language program thus far has revealed a number of outstanding results.

Pupils in all special reading programs are making as much progress in reading in one-half a school year as children taught under the traditional program make in an entire school year.

The general academic achievement of pupils in project has been noticeably enhanced, at least during the first year.

There has been an over-all gain in the project pupils' I.Q.'s. These gains were greater for younger children than for older children. The I.Q. gains were in verbal ability as opposed to non-verbal ability.

Another notable result has been the improvement in linguistics ability of the first grade children in the project.

CONCLUSIONS

The New Orleans project has shown that when a complex school system sets aside special, experimental schools in a kind of sub-system, innovation and research are facilitated. This form of organization engenders an atmosphere encouraging to creativity and cooperative

endeavor and stimulates both pupils and teachers to greater efforts.

Although New Orleans EIP did not have a teacher education component as such, tests of teachers working in the project indicate 1) positive changes in the teachers' attitudes, and 2) a decrease in teacher dogmatism.

The experience gained from this arrangement in New Orleans should contribute much to the understanding of the possibilities of community-oriented schools.

3

READING PROGRAM

Cooperating Institutions

Atlanta University

*Education Improvement Project of the
Southern Association of Colleges and Schools
Canton, Mississippi Public School District*

Funding

*\$125,000 Ford Foundation grant to
Atlanta University*

The current focus on the teaching of reading indicates need for improvement of the skills of reading teachers at all educational levels. Since the improvement of reading competence is a widely accepted imperative, its importance assumes even more intense and crucial significance for teachers of disadvantaged children and youth.

EIP's Reading Program, now terminated, was a project sponsored jointly by Atlanta

University and EIP and funded by the Ford Foundation. The program, conducted in two phases, began on June 29, 1964 and concluded on August 31, 1966. The time period for the first phase was June 29, 1964—May 31, 1966. The second phase covered the period from June 1, 1966 to August 31, 1966.

The major thrust in the first phase of the program was (1) a teacher reading workshop period at Atlanta University under the direction of Dr. Lynette Saine Gaines, and (2) a follow-up "on-the-job" program during the ensuing school year involving the teachers who attended the workshop. The participants were 50 selected elementary and secondary teachers from the eleven states in the SACS region.

The primary emphasis in the second phase was (1) a three-week special reading institute at Atlanta University, and (2) a five-week laboratory, on-the-job, "immediate reinforcement" program in which the participating teachers taught in the Canton, Mississippi summer

school program following the theoretical concepts discussed in the three-week institute. The participants were 15 English and reading teachers from Rogers High School, Canton, Mississippi.

The general framework of the reading program was as follows:

Purpose

To provide elementary and high school teachers an opportunity to learn about reading, its nature, basic principles, and methodology.

Activity

Concentrated summer study in courses designed for this purpose.

Purpose

To focus on the diagnosis and correction of reading difficulties to the end that teachers understand their nature, reasons for their existence, and possible means of eliminating them.

Activity

Concentrated study in an especially designed course with particular attention to classroom situations and individual cases.

Purpose

To acquaint teachers with representative reading materials and equipment and to provide them with increased insight into their usefulness in various aspects of reading programs.

Activity

Correlation and integration of materials and equipment through units of work, demonstrations in large groups followed by actual contact

and practice, and explanations given during the year at the regional seminars.

Purpose

To guide teachers in the application of developmental, diagnostic, and remedial procedures stressed during concentrated summer training. Further, to emphasize that no single approach or program can be considered a panacea.

Activity

On-the-job training, involving the following of specific steps in the diagnostic process, visits from a reading consultant, and the actual training of from one to ten students in the teacher's own school situation.

Purpose

To encourage and facilitate the maintenance of interest and participation in the reading program beyond the period of concentrated study.

Activity

Visits from consultants and trips to the Atlanta University Reading Center even after intensive on-the-job training; strategic contacts with many of the teachers' administrators; and periodic communications from the Reading Services Center.

Purpose

To aid teachers who were given opportunities to influence the total faculty in their respective situations.

Activity

Conferences, in-service meetings with faculties, specific work with curriculum directors, guidance workers, etc.

Consensus observations by the director and participants regarding the reading program indicate the following:

1. There is no one best method for teaching reading.
2. An adequate reading program cannot be restricted to a special reading period in the school day.
3. There are basic concepts without which true insight into the reading process is impossible.

4

RURAL EDUCATION IMPROVEMENT PROJECT

BACKGROUND

America, once an agrarian society, is yielding to a highly industrial and technical cultural pattern. Moreover, in recent times, attention and activity in educational improvement programs currently in operation have been focused primarily on urban areas. The reasons for this are obvious. The most noticeable symptoms of educational deprivation occur in the areas of urban blight. The greatest concentration of disadvantaged pupils are to be found there.

However, there are, and will remain, significant pockets of rural dwellers whose contributions to American culture are quite substantial. The children in these areas deserve an opportunity to achieve the education commonly referred to as the birthright of all Americans.

The rural areas are hampered by a combination of limitations directly or indirectly related to education: distance from urban centers, lack of adequate financial support, inadequacy of teachers, lack of creative educational leadership,

and small pupil population despite efforts at consolidation. Other obvious limitations are insufficient college and university assistance, inadequate administrative structure for securing fund subsidies, and a paucity of cultural enrichment opportunities.

These inadequacies in the rural South bear a direct relationship to the problems of metropolitan areas, since these rural sections are among the principal sources of migrants to the slums and gray areas of the cities. The cultural limitations of these newcomers have created serious problems in the cities and will continue to do so as the predicted migration continues.

The alleviation of the educational problems in the rural areas will assist greatly in the solution of these problems, either by helping to provide in the rural areas some of the educational and cultural advantages which the migrants seek in moving to the cities (thus encouraging less migration to the cities), or by aiding the

migrant to enter the city better equipped to cope with new surroundings.

Thus, the limitations of any geographical area can no longer justify inadequate programs of formal education at the public school level.

It is essential that school officials in rural areas maintain an ability and willingness to overcome, as far as possible, the limitations of the rural school and at the same time capitalize effectively on its inherent strengths. And if deep South rural students are to receive an education commensurate with their needs, interests, and abilities, then programs of educational improvement proportionate to those operating in urban centers must be provided for them.

Concerned about the inadequate program of formal education available to many rural pupils, the Danforth Foundation and the Jessie Smith Noyes Foundation responded favorably to a proposal from EIP and committed \$1,347,845* and \$159,000** respectively to a five-year project designed to interrupt the vicious cycle of educational disadvantage in which many rural pupils have been trapped for so long. Since receiving the Danforth and Noyes

*This includes \$7,500 for a rural project planning grant, \$195,300 for central office coordination of the rural center programs, and \$1,145,045 for local project operation in the three rural centers.

**This includes \$150,000 for a teacher education program and \$9,000 for a special microteaching project.

grants, the rural EIP has been awarded a grant of \$9,479 from the U. S. Office of Education (Small Grants Division) for conducting a microteaching project. This makes a total of \$1,516,324 in available funds for the rural center programs.

The project began with the fall of 1967-1968 and will conclude with the second semester of the 1971-1972 school year.

ORGANIZATION

The Rural Education Improvement Project involves a consortium of educational institutions, organizations, and collaborating agencies. The project currently includes a program in one rural center in each of three Southern states—Florida, Georgia and Tennessee.

The three areas and the sources of funding for each center are shown in the table at the bottom of this page.

There is a yearly diminution in each center's grant over the five-year period because (1) the cost of financing the project is less with each succeeding year, and (2) a phasing out of the grant facilitates continuation of the project by the local school systems involved when foundation support is terminated.

<i>Rural EIP Center</i>	<i>Danforth Foundation</i>	<i>Noyes Foundation</i>	<i>Total</i>
Overton County, Tennessee.....	\$ 350,290	\$ 50,000	\$ 400,290
Wewahitchka, Florida.....	337,245	50,000	387,245
Wheeler County, Georgia.....	457,510	50,000	507,510
Totals.....	\$1,145,045	\$150,000	\$1,295,045

The areas served by the three rural center programs differ. For example, in two instances (Wheeler County, Georgia, and Overton County, Tennessee), the project embraces the total county school system. In the third instance (Wewahitchka, Florida), the program is limited to serve one town in Gulf County.

The program is coordinated by the central staff of the Education Improvement Project. Each center has a Governing Board which consists of the superintendent of the school district, the presidents of the cooperating colleges and universities, a representative from the state department of education, and a member of the central EIP staff. Each center also has a project staff under a director. The director and his staff administer the center programs.

As of mid-1969, there were 5,875 pupils in the three rural centers of this project: 3,691 in Overton County; 1,371 in Wheeler County; and 813 in Wewahitchka.

Cooperating institutions and organizations in the Overton County project are the Tennessee State Department of Education; Tennessee Technological University, Cookeville; and Middle Tennessee State University, Murfreesboro.

Cooperating institutions and organizations in the Wheeler County project are the Georgia State Department of Education; Albany State College, Albany; and Georgia Southern College, Statesboro.

Cooperating institutions and organizations in the Wewahitchka project are the Florida State Department of Education; Florida A & M University, Tallahassee; Florida State University, Tallahassee; and Gulf Coast Junior College, Panama City.

PROGRAMS

The program activities conducted in each of the rural centers range in number from six to ten. Six of the intervention programs are common to all three centers: Teacher Education, Communications Skills Development, Family Involvement, Cultural Enrichment, School-Home-Community Agent Service, and Non-Professional Aide Service.

Teacher Education

The basic purposes of the Teacher Education program are (1) to improve the instructional performance of the teachers in the participating school systems, and (2) to improve pre-service preparation of teachers in the cooperating colleges and universities.

A Teacher Education Council, composed of appropriate representatives from (1) the rural school system involved, (2) the cooperating colleges and universities, and (3) the state department of education, plans the Teacher Education program (in-service and pre-service) on a yearly basis. Program activities include taking courses for credit, participating in non-credit seminars and conferences, participating in experimental programs, making inter-school and intra-school visits to observe other teachers, joining professional associations and attending their meetings, and attending special workshops.

Probably the most outstanding educational program in 1968-1969 common to all three centers was the microteaching project in which 51 teachers and approximately 1,250 pupils were involved.

The general purpose of this project was to determine the effect of microteaching (utilizing

video tape) on the instructional behavior of rural school teachers. Supported by grants from the Noyes Foundation and the U. S. Office of Education, the 51 teachers were given opportunities to teach a series of "micro-lessons" to their classes.

The teachers' instructional performances were recorded on video tape and reviewed by the teacher, by the teacher and a trusted colleague, and by members of a microteaching observation team—in that sequence—for purposes of observation, analysis, interpretation, evaluation and discussion.

Ratings were compiled of teacher performance utilizing the Stanford Teacher Competence Appraisal Guide, Ryan's Classroom Observation Record, and the Minnesota Teacher Attitude Inventory. The results of this project are being reported in a separate document.

Highlights of the Teacher Education program during the 1968-1969 year at the Wheeler County project center included the following: (1) Eight teachers earned college credit during the summer of 1968; (2) Nine teachers earned college credit during the school year; (3) Seventeen teachers participated in the microteaching project; (4) More than 20 teachers cooperated in bringing a program in newer teaching media to Wheeler County.

At the Wewahitchka center, all members of the school system staff have been involved in at least one activity in the in-service education program. All members of the instructional staff hold a valid Rank III, or higher, certificate. The knowledge obtained from evaluation of teacher education intervention is being utilized to plan subsequent teacher education programs.

At the Overton County project center, 145 teachers in the school system participated in an all-year sensitivity training program. Thirteen teachers participated in a special interaction analysis program which focused on "The Role of the Teacher in the Classroom." All staff members attended at least one workshop and participated in at least one local, state, or national professional conference.

Communication Skills Development

The basic purpose of this program is to provide ways of improving reading, listening, speaking, and writing skills of pupils in the project.

Activities include special programs in developmental reading, speaking, listening, and writing for pupils in grades one through six and special programs of remedial reading for pupils in levels four through six. Reading and speech specialists are employed in each center to work with classroom teachers. The Initial Teaching Alphabet is used with first-grade pupils in the Overton County and Wewahitchka projects. Wewahitchka also used "Words in Color" as a technique for teaching reading.

In the Wheeler County center, improvement in pupil reading achievement was reflected in test results from the California Achievement Battery. Pupil attitude toward school and learning showed improvement by the end of the 1968-1969 school year.

The Wewahitchka center reported that all children improved in reading skills as indicated by Metropolitan Achievement Test scores. Pupils with particularly poor speech patterns and limited listening and reading skills showed notable improvement. In terms of the Initial Teaching Alphabet: 19 of 21 pupils showed

steady improvement in creativity and spelling; all pupils transferred to traditional orthography with very little difficulty; pupils developed independence in reading and writing at an early level.

Family Involvement

The basic purposes of the Family Involvement program are 1) to increase the parents' awareness of their roles in helping their children to achieve in school, and 2) to provide the leadership and related services necessary for assuring active family participation.

Program activities include home visits by school-home-community agents; identification of social services available in the area for underprivileged and disadvantaged pupils and for economically poor families; school visits by parents; and formal adult education courses and conferences.

In the Wheeler County center, some parents who had not finished high school are actively seeking diplomas; one father has returned to college. The instructional program was enhanced by contributions of special resource people from the community.

In the Wewahitchka center, it was noted that more parents were making efforts to keep their children in school. There was also a marked increase in communication and cooperation between the school and home.

The Overton County center took note of more visits to schools by parents with the result that parents were better informed about their children's activities. More parents consequently volunteered as "aides."

Cultural Enrichment

The general purposes of the Cultural Enrichment program are 1) to provide opportunities for cultural experiences which are generally lacking in rural areas, and 2) to create and broaden appreciation of the contribution which cultural activities make in personal living.

Program activities include performances and programs by professional artists and college groups; planned field trips; and organization of music, drama, art, and speech clubs in secondary schools.

Activities in the Wheeler County center led to the establishment of a children's theater.

At the Wewahitchka center, it was noted that pupils began to take an active interest in new hobbies.

In Overton County, pupils and parents from families of various income levels are enthusiastically participating and cooperating in formal and informal cultural activities.

School-Home-Community Agent Service

The general purpose of this program is to provide one or more persons to serve as liaison agents between school, home, and community. The agent functions as a sort of social worker-guidance counselor-visiting teacher.

Program activities include making visits to the homes of disadvantaged pupils on a regular basis, interpreting to parents the goals of the school in educating children and adults, and suggesting ways in which parents can reinforce school efforts.

This program at the Wheeler County center arranged for the provision of such things as

clothing and dental care for needy students, thus removing some of the common reasons for absenteeism.

The Wewahitchka center developed a clothing bank to provide for needy pupils.

The Overton County center organized a plan for utilizing the services of local civic clubs and organizations to help further its program.

Non-Professional Aide Service

The purpose of this program is threefold: (1) to release teachers from schoolroom housekeeping chores and other non-professional duties, (2) to assist teachers with classroom instruction without actually replacing them, and (3) to aid in improving the professional morale of teachers.

Program activities included aid in record-keeping and test administration, providing telephone answering service, and assisting in collecting money from fund-raising activities.

The Wheeler County center evolved a "big brother" program for fatherless pupils. In addition, a number of non-professional aides were actively encouraged to seek additional college training.

The Wewahitchka program led to the providing of individual tutors and group tutors for pupils needing special help in school subjects.

The Overton County center program led to the establishment of a Teacher Aides Association.

Tool Technology and Integrated Industrial Arts

The Tool Technology program was instituted in the Overton County center only.

The general purpose of the Tool Technology program is to provide a more relevant curriculum for kindergarten pupils through the introduction and use of tools in creative work.

Program activities included group construction of a model house by all class members, the use of varied types of hand tools, and the construction of cars, tables, wagons, chairs, picture frames and similar devices.

The Overton County center noted the development of willingness to cooperate and share, the learning of safety habits, an increase in child-initiated learning, and the development of creative approaches to work.

The fourfold purpose of the Integrated Industrial Arts program is (1) to provide a more relevant curriculum for high school boys, (2) to increase school attendance, (3) to substantially reduce dropouts, and (4) to improve the industrial arts program of the school.

Under the program, a team of four teachers from the fields of English, mathematics, social studies and industrial arts planned and taught together in an imaginative and relevant curriculum arrangement.

The Overton County center noted (1) improved school attendance, (2) improved achievement in English, mathematics, social studies and industrial arts, and (3) willingness on the part of community businesses to cooperate, particularly in the donation of materials and services.

Extended School Year Program

This program was carried out in the Wheeler County center only.

The concept of the extended school year is not new; however, in its method of implementation the Wheeler County Extended School Year program is thought to be unique.

The basic purpose of the program in terms of its value to pupils is twofold: (1) For the superior and average student it provides an opportunity for enrichment and reinforcement and an opportunity to complete the school's educational requirements for graduation in less time than usually required, and (2) For the slow student it provides an opportunity for enrichment, reinforcement, and remediation and the possibility of completing requirements for graduation in at least the usually required time.

As far as the taxpayer is concerned, the basic purpose of the Wheeler County program is to make better use of the school plant by making it available to teachers, pupils, and parents on a year-round basis.

The type of extended-year program operated in Wheeler County is a Module Plan, the "module" in this instance being a three-week time period. The time pattern is a "nine-nine" arrangement—nine months (September to June) and nine weeks (June to mid-August). The nine-week period is broken up into modules of three weeks each. Students have the opportunity to choose one, two, or three three-week periods of attendance. Enrollment is voluntary. Credit is given in keeping with the requirements of the Georgia State Department of Education and the Wheeler County School System. The school week is the usual five days and the school day runs from 8 a.m. to 1 p.m.

The organizational and operational pattern of the "module" extended year is such as to permit

high concentration over a relatively short period of time. It is hoped that the shorter time span will motivate teachers to work more assiduously.

It is also envisioned that the "module" approach to the extended school year will overcome the tendency to consider summer work as less important than that of the regular school terms, and will diminish the drop in motivation which usually occurs for pupils and teachers about the tenth, eleventh, or twelfth week of a two six-week term summer school program.

Under the Wheeler County program, pupils attend school during the whole calendar year, if they so desire, with no additional charge for the extended year service. (In practically all public school systems, pupils pay for such extension of services.)

High interest in the program on the part of the State of Georgia was indicated by the Georgia Educational Television Network's televising of various aspects of the program.

Focus on "Learning to Learn" Skills

A major thrust of the three rural center programs is the improvement of pupil behavior in the affective as well as the cognitive domain. One mark of disadvantaged students is that they enter school lacking certain experiences, attitudes, expectations, and skills that are usually presumed by the school as a basis for learning. The "Learning to Learn" program (operated in Wheeler County only) is focused on these problems.

Included in the purposes of this program are the following: improving motivation, raising the level of aspiration, providing contact with

models who are achievement-oriented, training in deferred gratification, improving pupils' attention-memory-anticipation span, combating pupil passivity, developing the pupils' appreciation of adults as mature individuals, improving the pupils' self-image, and developing the pupils' respect for the activities of peers and teachers.

This program is operated as an integral part of regular classroom instruction, rather than as a separate subject. The staff has been expected to reach an understanding of the attitude or skill involved and of the psychological, geographic, physiological, economic and social factors which brought about the lack of the relevant experiences, attitudes, expectations, and skills. On the basis of these understandings, the teachers are expected to develop strategies, including lists of activities designed to overcome these deficits and organized plans for introducing such activities into the classrooms and co-classroom activities. Then they are expected to utilize these plans in their respective classrooms, frequently evaluate the results, and introduce modifications and changes indicated by their evaluations.

CONCLUSION

Apart from the encouraging results of the specific programs in the rural EIP, there are two significant developments of a more general nature which should be cited.

Increases in Pupil Population

It is interesting to note that, as shown in the following table, all three centers increased in pupil enrollment from 1967-1968 to 1968-1969.

	<i>Enrollment (1967-1968)</i>	<i>Enrollment (1969-1970)</i>	<i>Amount of Gain</i>
Overton.....	3,472	3,691	219
Wewahitchka..	807	813	6
Wheeler.....	1,334	1,371	37
Totals....	5,613	5,875	262

These gains tend to reverse the reported trend that rural centers are decreasing each year in pupil population. It seems reasonable to conclude that rural EIP has contributed to this increase in pupil population.

Per-Pupil Cost of Rural EIP

A very important aspect of rural EIP is the low per-pupil cost of the program. As the following table indicates, the per-pupil cost in one center is the very low amount of \$27.36. The average per-pupil cost for the three rural centers is only \$56.00. This low per-pupil cost bodes well for the rural centers' ability to continue the proven effective parts of rural EIP when foundation grants have been terminated.

<i>Center</i>	<i>No. of Pupils</i>	<i>Grant For 1968-1969</i>	<i>Per Pupil Cost</i>
Overton.....	3,472	\$ 95,100	\$ 27.36
Wewahitchka...	807	85,925	106.47
Wheeler.....	1,334	133,300	100.68
	5,613	\$314,325	\$ 56.00

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PROJECT OPPORTUNITY

Center	Project Schools	Sponsoring College(s)
Atlanta, Ga.....	Archer High School	Morehouse College Spelman College
Auburn, Ala.....	Drake High School Auburn High School	Tuskegee Institute
Breathitt County, Ky.....	Breathitt County High School	Centre College Berea College Transylvania College
Canton, Miss.....	Rogers High School	Tougaloo College
Charlotte, N. C.....	West Charlotte High School Williams Jr. High School	Davidson College
Durham, N. C.....	Jordan High School Northern High School Southern High School Carrington Jr. High School Githens Jr. High School Neal Jr. High School	Duke University North Carolina State University
Lee County, Ky.....	Lee County High School Lee County Jr. High School	Berea College Centre College Transylvania College
Mobile, Ala.....	McGill Institute Toolen Academy	Spring Hill College
Nashville, Tenn.....	Cameron High School Rose Park Jr. High School	Fisk University Vanderbilt University
Nelson County, Va.....	Nelson County High School Nelson County Jr. High School	University of Virginia Mary Baldwin College
New Orleans, La.....	Fortier High School Priestley Jr. High School	Tulane University

Project Opportunity is a plan of educational encouragement and enrichment for academically capable but disadvantaged young people. Operating in 11 demonstration centers, the project unites colleges and secondary schools in an effort to prepare these students for admission to higher education.

PREMISES AND OBJECTIVES

The project is based on the following three premises:

1. That when improved provisions are made for meeting the educational needs of disadvantaged students with superior academic potential, these students will show significantly better academic achievement, increased motivation, and higher levels of aspiration.
2. That in the process of identifying and utilizing educational practices that are appropriate for helping these students improve their academic performance, college personnel, principals, guidance counselors, teachers and parents will improve their understanding of these children and their attitudes toward them.
3. That an effective program of operation can be financially feasible for use in schools where the majority of the school population comes from low-income families.

With these premises as a foundation, Project Opportunity seeks to achieve the following objectives with disadvantaged students having academic potential:

- Increase their academic achievement.
- Decrease the dropout rate.
- Increase the number continuing in higher education.

- Augment their knowledge of vocational opportunity.
- Improve their self-images.
- Broaden their cultural and recreational experiences.
- Encourage them to remain in the South.

At the same time, the project hopes to:

- Test new teaching techniques.
- Improve the basis for college selection.
- Increase the awareness of the counselors, students, and parents of the many sources of financial aid for college.
- Increase understanding of these students on the part of parents and school staffs.
- Utilize the facilities and personnel of nearby colleges or universities in developing the full potential of the students.

BACKGROUND

Project Opportunity was conceived by a group of admissions officers of southern colleges and universities working with the Southern Regional Office of the College Entrance Examination Board, with the support and cooperation of the Southern Association of Colleges and Schools.

In 1963, the proposal for the project came under the aegis of the Education Improvement Project. The proposal was funded by the Ford Foundation in April, 1964 with a grant of \$1,809,000 to the Southern Association of Colleges and Schools.

By September, 1964, 16 colleges and universities had assumed responsibility for 11 school projects in eight Southern states. In effect, each sponsoring college agreed to assist in raising to

college-preparatory level the quality of education given to the project students in its sponsored school.

In setting up the project, the planners specified that it should pinpoint talented students in the seventh and eighth grades and that it would work with six successive groups. When school opened in the fall of 1965, Project Opportunity was in operation, with some 600 seventh graders identified as talented and chosen for the project.

Five successive groups out of the six specified have now been selected and started in the program. If the one remaining group to be selected contains a number comparable to the previous groups, some 3,000 students will have participated in the project.

ORGANIZATION

Project Opportunity is centrally administered by the Education Improvement Project. Two members of the EIP staff act as Associate Directors for Project Opportunity. One serves as director of counseling and program services, the other as director for evaluation.

The Project Opportunity Advisory Committee is composed of representatives from colleges and universities, the College Entrance Examination Board, and secondary schools. This group meets periodically to review progress, recommend policy changes if deemed necessary, and serve the central staff in an advisory capacity.

In addition, each of the 11 centers has its own Policy Committee, composed of representatives from the school administration, the sponsoring college or colleges, and the Project Opportunity counselor.

The Project counselor is the only full-time professional in each center paid by Project Opportunity. Although employed by Project Opportunity, the counselor holds a staff position in the participating school.

PROGRAMS

The general pattern of the Project Opportunity centers is as follows:

1. The majority of the students participating come from low-income families.
2. The project identifies talented students in the seventh and eighth grades in order to plan and carry out a thorough secondary school program aimed at college preparation.
3. The program works with six successive groups.
4. Once identified, students are given remedial education, intense and continuous guidance, and every opportunity and encouragement to complete secondary school and proceed to college.
5. Help in gaining admission to college and help in securing necessary financial aid is assured each student in the project.
6. Each center utilizes the available secondary school resources in its community and relies heavily on the resources—and sponsorship—of a nearby college or university.

Apart from this basic format and common goals, each of the 11 centers has its own individual program for accomplishing the project's objectives. Their activities, however, fall in four major areas: guidance services, college-sponsored activities, summer programs, and school-year programs.

Guidance Services

Early in the project, a guidance office was established and a counselor employed for each center.

The guidance offices maintain individual folders for project students. Each folder contains a comprehensive data record, an autobiography, a teacher rating scale, and the counselor's summary of interviews with the student and/or his parents.

The Project Opportunity counselor has a pivotal role in the operation of the project; it is he, or she, who is largely responsible for implementing the programs planned by the Policy Committee. The counselor performs the usual services expected of any good counselor: helping students with course selection, making sure students choose courses that are required for entrance in certain colleges, conducting interviews with students, administering a testing program, and conferring with teachers and administrators regarding results of testing.

The Project Opportunity counselor's role, however, is broader than that of the typical school counselor:

1. He remains with the same students throughout the five or six years that they are enrolled in the project.
2. A committee that includes persons from outside the school gives direction to the project counselor's program.
3. The project counselor has a somewhat larger budget available for implementing programs.
4. The project counselor is more mobile. He must see students at more than one school. Contacts with parents, community agencies, and sponsoring colleges require that he spend considerable time away from his office.
5. The project counselor does not wait for students to drop by his office; he searches out students for individual counseling.
6. He is "visible" in the community. In order to talk with parents, he appears frequently at community events such as P.T.A. meetings, basketball games, and meetings of service organizations.
7. He works long hours. Many group and individual contacts are made in the evenings and on weekends. He must arrange his schedule to attend summer programs on college campuses, where he is available at all times.
8. He is employed on a year-round basis. In working with the students in Project Opportunity, continuous contact is necessary.
9. He has broad knowledge of the school curriculum and has a voice in curriculum revisions and planning, especially as it affects project students. In this connection, some project counselors have planned, organized, and even directed summer programs.
10. He is well versed in both the historical culture of the minority group with which he is working and present developments in the culture.
11. He uses many concrete, multi-sensory techniques in counseling. A rich variety of films, filmstrips, records, and tapes have been used by project counselors in helping students with such topics as how to study effectively or how to get along with one's family.

12. He maintains wide and personal contact with welfare and supplementary aid agencies. He also develops a number of community contacts for non-cost services.
13. He must have a knowledge of the many possibilities for continuing one's education after high school. He establishes a wide range of contacts with college admissions officers in his area.
14. He must know more about college financial aid than the average counselor since most of his students cannot attend college without aid.

Students who come from backgrounds that emphasize luck as a determining force in life need continual encouragement to make educational and career plans. Consequently, the Project Opportunity guidance program is built around the idea that man can to a large extent control his own life and that he is not altogether subject to the laws of chance. In order to convince students of the validity of this philosophy, the Project Opportunity counselor must go beyond conventional methods and try new approaches to counseling. He must truly be a "reasonable adventurer."

College-Sponsored Activities

The involvement of the 16 sponsoring colleges has been an essential part of Project Opportunity since its inception. It was recognized from the beginning that colleges and universities could make an invaluable contribution to such goals as cultural enrichment, academic skills, and personality development.

Contributions to the program by Tulane University personnel and students have been

outstanding. As the sponsoring college for New Orleans' Priestley Junior High School, Tulane has organized a program of student involvement which includes special interest group meetings, tutoring sessions, and attendance at special events.

Some Tulane students tutor Project Opportunity students in English, science, mathematics, and social studies in special sessions held once a week after class. Others sponsor nine special interest groups, limited to six Project Opportunity students each. The groups have as their subjects art, current events, drama, music, forensics, literature, Negro history, newspaper production, and science.

In order to acquaint project students with the life and opportunities of a college student, the Tulane students plan for them a full schedule of special events that includes concerts, operas, tours of the city, plays, basketball and baseball games, picnics, and game days. These programs have proved quite successful in complementing the enrichment aspects of the project.

One of the most innovative programs undertaken in conjunction with Project Opportunity is taking place at the Mobile, Alabama center. Father Robert McCown of Spring Hill College has directed a cooperative film-making venture that has used the talent of both eighth grade project students and college students. In describing his work, Father McCown writes:

The cooperative work in movie production with students in Project Opportunity has been a stratagem for bringing our college students, mostly of white, Southern, and middle-class backgrounds, into contact with culturally deprived black children. The college students are drawn by a desire to make their own film but since to accomplish such a work of self-expression necessitates close personal contact with

the children of the cast, the college students become, during the months of practicing and filming, personally involved with the children.

Two of the films produced in the project have won first place awards in two different film competitions—the Humboldt State College Film Festival and the National Student Film Festival. These awards make it evident that Father McCown has insisted on a high standard of quality. This insistence has resulted in rather remarkable changes in the attitudes and self-concepts of the students. Some have developed confidence and poise; others have demonstrated a sense of purpose and dedication that was unknown before.

Consultants from the sponsoring colleges have played a key role in the success of Project Opportunity.

Auburn University and Tuskegee Institute, working with the local school system, have provided consultant aid for the development of in-service training programs for teachers of mathematics, science, language arts, and social studies at Drake High School. An Auburn professor has worked with the Drake faculty in science curriculum, and Tuskegee faculty members have offered special assistance in parent education classes.

Under the direction of personnel from Berea College and Centre College, four teachers in the Kentucky center have prepared demonstration teaching units employing the multi-sensory technique in algebra, English, and social studies.

Consultants from Tougaloo College have worked with teachers at Rogers High School to develop both new curricula and new approaches for the summer program. In addition, they have

developed in-service training programs in English, science, mathematics, and social studies, and have developed a communications skills laboratory to improve speech patterns.

Many of the colleges conduct and cooperatively sponsor workshops and conferences of special interest to project personnel. Vanderbilt University's representatives on the Nashville center's policy committee were largely responsible for writing a proposal which set up an intensive six-week teacher institute for 60 teachers of project students. Conducted last year at Rose Park Junior High School, this institute brought together teachers from seven schools which are attended by project students. The teachers were helped to develop new strategies in compensatory education in both natural science and social studies.

By helping with in-service training, curriculum development, cultural enrichment, and tutorial programs, the sponsoring colleges have not only enhanced the knowledge of the teachers and the academic levels of project students; they also have given disadvantaged youngsters a concept of college as an attainable and highly attractive goal, rather than a remote and impossible dream.

Summer Programs

Summer programs at the 11 centers are an integral part of the project. Those responsible for the programs have begun to test innovative and creative approaches, a number of which have combined teacher training with subject matter enrichment for students. Although they vary somewhat from center to center, the general formats of the summer programs lend themselves to experimentation by the teachers more than do formal classroom sessions, where

the tendency is to limit instruction to specific textbook material.

Summer programs bring about cooperative involvement of school and college personnel in planning and executing programs for project students. The teachers acquire confidence in their abilities to apply more effective instructional techniques and college personnel gain added appreciation for the talents of secondary school teachers.

By giving students the chance to encounter ideas and engage in activities relatively unexplored during the school year, the summer programs seek to stimulate the motivation of students and to provide academic enrichment and remediation. A good example of the methods used by the centers to reach these objectives is the program carried out by the Nelson County, Virginia center in 1968.

The summer program in Nelson County involved three groups of students: 39 ninth graders, 36 tenth graders, and 38 eleventh graders. Beginning July 1, the program lasted for five weeks. Classes met from 9:30 a.m. to 12:30 p.m.

The program comprised three distinct areas of study. The ninth graders were introduced to the fine arts, and found themselves actively participating in projects involving drama, art, and music. The tenth graders were taken to the fields and streams to study wildlife, fish and water, forestry, and outdoor recreation. For the eleventh graders, the project offered a study of humanities, a coordinated approach to the problems facing men as they look into the 21st century.

The goal of the fine arts program was to stimulate the students' appreciation for the fine

arts. Integral to this goal was the idea of having each student gain firsthand experience in expressing himself through a combination of art, music, and drama.

The program was set up to allow each student to study one area in depth and yet gain some experience in the other areas. Also, the instructors felt that in order for the student to gain maximum appreciation, exposure to the historical continuity of the arts and the relationship between them was necessary. To accommodate this idea, the morning session was divided into three parts: major study, minor studies, and assembly-production period. Each student chose one area for his major class which met for two hours a day. He then met with each of the remaining two classes for one hour a day. Once or twice a week, an hour-long assembly program was held. Instructors and students from all three areas participated in these assembly programs. Films, slides, recordings, readings, and demonstrations were used to show the progression and interrelation of the arts.

Highlighting the fine arts program was the production of *Only an Orphan Girl*, a combined effort of all three areas, which focused on the creative work done by the students. The music group arranged numbers and picked show music; the art group designed and painted drops, and the drama group prepared and performed the content of the play.

Several trips complemented the school-based activities. Early in the program, a visit was made to Monticello. Later the students and instructors visited Richmond for several days where, as the highlight of their stay, they attended the Barksdale Theatre's production of *Oliver!*

The goals of the natural resources program were to increase each student's awareness of his natural environment and to spark his interest in the science, management, and conservation of its resources.

The students were divided into four groups, each focusing on a different area of study. The four areas were: forest ecology, fish and water, wildlife, and outdoor recreation.

Nelson Junior High School provided the central meeting place for the program. Here, each morning, the students and instructors gathered before dispersing throughout the countryside. The first three mornings were spent in the classrooms, giving the students a general orientation to the program. During the following three weeks, the students and instructors worked in their respective groups. Periodically, all four groups met to watch a film, listen to a speaker, or go on a field trip. On their travels, the students visited the Virginia Institute of Marine Science, the Cumberland Game Farm, the fish culture station in Nelson County, and camped overnight in the mountain wilderness.

The fifth week of the program was spent on the V.P.I. campus where the students carried out research and laboratory projects that were designed to give insight into research problems and opportunities in the field of natural resources.

With the 21st century as a reference point, the humanities group investigated contemporary man and the challenges he faces.

During the first part of each morning, the students and instructors met together for a joint session which might feature a film, a speaker, or a debate in which both instructors and students participated. Following these

sessions, the students divided into four groups, each of which dealt with a particular aspect of the overall theme: the impact of science and technology on our society, the influence of mass media, problems in modern literature, or problems related to religion and sociology.

The objective of the course dealing with mass media was to have students arrive at a basic understanding of what a medium is and what media allow people to do that they could not do otherwise. The instructor also helped students to become aware of the changes brought about as mass media developed, and to have a deeper understanding of current media.

In round-table sessions, they discussed differences between our culture and cultures of the past in terms of media. They talked about the development and the effects of the printing press, the industrial revolution, and current electronic technology. The rest of the content of the course was an analysis of specific media of importance to us today.

The instructor for the group which concentrated on problems in modern literature originally planned to use modern writings as a means for the class to get at the problems which people find confusing and pressing. But she immediately ran into the problem of the students' lack of training in critical analysis. She eventually decided to give what amounted to a course in sensitivity reading.

A variety of short literary selections were used, ranging from poems by Yevtushenko to Martin Luther King's "Christmas Sermon on Peace." For several of the stories, especially in the beginning, the class did a very close analysis, an examination almost line by line of physical description, images, dialogue, and mood.

It was a surprise for many of the students to discover that an apparently simple piece could really operate on many levels and go in many different directions. As they became more proficient in critical reading, students were able to make comparisons between the selections, and often some acute insights came out of their discussions.

The objectives of the course concerned with the problems related to religion and sociology were to expose the students to new ideas and to encourage critical thinking. Toward this end, various methods were employed. The group read and discussed *African Genesis* and *If God Does Not Die*. Movies dealing with controversial ideas were shown and were more productive of discussion than anything else. Experiments with role-playing served to elucidate feelings on problems such as race relations. Overall, the course was highly unstructured and provided a forum for discussion of the problems which were particularly relevant to the group.

A graduate history student taught the section of the humanities program which dealt with the impact of science and technology on the human community. The objectives of the course were to bring the students to an awareness of the challenges and opportunities of the contemporary world as created or abetted by science and technology, to help them explore specific scientific areas, and to increase their ability to make critical intellectual judgments.

Of central importance to this group was the use of the video tape equipment. All students were instructed in the use of the machine and at different times throughout the program

discussions were taped. With this procedure, the students had an opportunity to learn something about the mechanics of television and to analyze their discussions.

Using *Medium is the Message* as their reference point, the group read and discussed the pamphlet "The Triple Revolution," which takes a brief look at the rapid changes in industry, weapons, and human rights; William Barrett's chapter on "Irrational Man"; and a variety of newspaper and magazine articles.

What the summer programs are all about is beautifully summed up in this statement by one of the students participating in the Nelson County 1968 summer program:

When we were in Washington one of my teachers stood in front of the Washington Monument reading some poetry from *Alice in Wonderland*. I never understood poetry so well in my life. The beautiful surroundings, a lover of poetry, plus a student who has never seen or heard the likes of either. What do you get? A receptive mind and lots of learning

School-Year Program

Although the summer programs have had a powerful impact on participants—both students and instructional personnel—many new experiences have been encountered also by participants during the regular school year. It should be emphasized that spillover from summer activities into the school year has had a beneficial effect on the regular curriculum in all centers.

Programs aimed at improving communication skills are a part of regular classwork in all centers. These cover a wide range—remedial reading, creative writing, role playing, creative

drama, speech improvement through patterned learning, vocabulary improvement, radio and television participation, reading for fun as a substitute for book reports, and use of high interest, easy reading books.

Much interest has developed where students have written and produced original dramas. One eighth-grade English class, with the aid of a college drama teacher, wrote and filmed its own movie. The students played all parts.

In addition to several revised science courses, one center is experimenting with a chemistry-physics course for ninth graders, and several others have introduced a course in earth science in lieu of the traditional general science. Nearly all centers now use the Biological Sciences Curriculum Study program.

Many students are doing independent study in science in addition to their regular class work. Schools that did not sponsor or participate in science fairs now do so as a regular part of their science work.

All centers now teach at least some classes utilizing the "new" mathematics. In schools where this was a new approach, teachers are continuing their study by means of in-service classes and summer institutes. Three centers, with aid of the sponsoring colleges, are providing classes in computer training. Academic games in mathematics are used extensively.

In social studies, units of Negro contributions to history, literature, art, and music are used widely. The use of simulations is common. One center has built a full semester course in eighth-grade social studies using the simulations technique; another center constructed a social studies unit around the history of its own region.

At the beginning of the project, foreign language offerings were modest at most centers. Each center now teaches at least two years of a language. Some centers have started a foreign language at the junior-high level, but no really strong attempts to improve this area have developed except in two centers. Lee County secured a visiting teacher from Venezuela to initiate a course in Spanish in the school there. This teacher was obtained through a program sponsored by the Cordell Hull Program.

Breathitt County employed the services of a teacher from France for one semester to work with the teachers in its French department in improving the curriculum and the teaching methods. Part of the expense of this program was borne by Amity Institute, the rest by Project Opportunity.

Few of the Project Opportunity centers had specific programs in art, music, and speech at the beginning of the program. With the advent of the Elementary and Secondary School Education Act this has been remedied to some extent. Also, this has been an area where the project has been most successful in obtaining voluntary aid from both the colleges and the community. At the Auburn center, for example, a demonstration program in art consists of art history and actual work in painting; the faculty is drawn from Auburn University and Tuskegee Institute. The work by Berea College in folk music and folk dancing has been outstanding.

The central staff has conducted numerous conferences and workshops for the administrators of the project centers. In these meetings they have had the opportunity to become acquainted with innovative techniques and to learn of some of the most recent research concerning learning theory.

Project funds have provided opportunity for administrators to visit innovative projects and to observe other programs in action.

CONCLUSION

Project Opportunity is a long-term program of slow, steady growth that is planned to give ideas time to root and develop. It is more of a 15-mile hike than a 100-yard dash.

Demonstration projects often are criticized for involving the addition of too many specialists, calling for too great an increase in teaching staffs, and requiring too much in operating funds to be practical for the average school budget. Project Opportunity attempts to develop

an effective, yet financially feasible, program that will serve as a basic pattern for schools where the majority of students come from disadvantaged areas. By enlisting the cooperation of local school personnel, sponsoring college personnel, community agencies, and parents, educational and cultural experiences are provided that would otherwise be unavailable to these students.

The Project Opportunity staff strongly believes that academic talent is present in all socio-economic areas, in all races; it believes that it is possible to identify and train this talent; it believes that human potential is our greatest natural resource and that conservation of this resource is worthy of major efforts.



COLLEGE EDUCATION ACHIEVEMENT PROJECT AND COLLEGE PREPARATORY CENTER PROGRAM

COLLEGE EDUCATION ACHIEVEMENT PROJECT

Participating Institutions*

Albany State College (1969-1970)
Albany, Georgia

Allen University (1967-1970)
Columbia, South Carolina

Benedict College (1967-1970)
Columbia, South Carolina

Bethune-Cookman College (1967-1970)
Daytona Beach, Florida

Chattanooga City College (1967-1970)
Chattanooga, Tennessee

Fort Valley State College (1967-1970)
Fort Valley, Georgia

Johnson C. Smith University (1967-1970)
Charlotte, North Carolina

Knoxville College (1967-1970)
Knoxville, Tennessee

Miles College (1967-1970)
Birmingham, Alabama

Morristown College (1967-1968)
Morristown, Tennessee

Stillman College (1968-1970)
Tuscaloosa, Alabama

Utica Junior College (1967-1970)
Utica, Mississippi

Virginia Union University (1968-1970)
Richmond, Virginia

Wenonah Junior College (1967-1970)
Birmingham, Alabama

Xavier University (1968-1970)
New Orleans, Louisiana

*Dates indicate the years of participation in the program.

With centers on 14 college campuses in the South, the College Education Achievement Project (CEAP) provides a special program for a selected group of high school graduates. The program is designed for those whose previous educational experiences afforded them less than an equal opportunity to acquire the prerequisites of successful college work.

PURPOSE AND PREMISE

The purpose of the project is to develop a method of providing educational experiences for apparently able but poorly prepared college freshmen to enable them to overcome the poverty of their earlier educational experiences and to improve their chances of successful college work. The premise is that a year or less of exposure to a well designed-program under a competent staff will make the difference between success and probable failure in college work.

BACKGROUND

The College Education Achievement Project is an outgrowth of an earlier pilot program, the College Preparatory Center Program, described in the section following. CEAP was launched in 1967 with a grant of \$1,051,000 from the U. S. Office of Education under Title III of the Higher Education Act. The program was expanded in 1968-1969 and received increased support from USOE totaling \$1,818,647. Total funding for 1969-1970 is \$1,870,960.

ORGANIZATION

Funds granted under the program go to the individual colleges. They in turn contribute to the support of a central staff for the project located in the Education Improvement Project offices in Atlanta.

The central staff consists of the Director of CEAP, a Director of Evaluation and Research, an Administrative Assistant, and clerical assistance. The staff performs in the following areas:

1. Furnishing over-all administrative direction for the program
2. Providing common training programs for the staffs of the centers
3. Facilitating information exchange between the centers
4. Keeping the centers abreast of the latest available materials and research in the field
5. Assisting the centers in conducting and interpreting their internal evaluation programs
6. Conducting project-wide evaluations and feeding the resultant information back to the individual centers

Each center has its own staff of seven professionals (teachers, counselors, and specialists in reading and speech) as well as clerical and other non-professional personnel, headed by a campus coordinator who acts as the local administrator.

PROGRAM

Operating Pattern of the Centers

The general pattern of the College Education Achievement Project centers is as follows:

1. There are approximately 100 students at each center. As noted earlier, they are drawn from that large group of students of academic potential who are handicapped in pursuing post-high school education by inadequate preparation.

2. The participating students are selected from applicants slightly below the minimum level of acceptance where the college is selective in its admission policy, or from those who are considered high-risk admittees where the college has an "open door" policy.

Students are admitted to the freshman classes of the respective institutions but are assigned to the College Education Achievement Project. They receive special attention in a program which takes them from their current level of achievement and moves them as rapidly as possible to a level at which their success in regular college work is probable.

Students spend a minimum of one semester, a maximum of a full year, in the program. It is possible for them to earn some college credit during this time on the basis of demonstrated achievement.

The program focuses on the development of communication and numerical skills. The "reaction concept" is employed, in which the student's own reactions to situations meaningful to him are utilized as the basis for oral and written verbalization, and as motivation in reading.

Where necessary, students receive financial support for living and incidental expenses. No tuition is charged.

Faculty Development

Extensive preparation of teachers is an important feature of the CEAP because:

1. there is a shortage of teachers trained in compensatory education.

2. the unique nature of the project makes special training essential.

Summer workshops, faculty conferences, and school-year workshops are the major vehicles through which faculty development is accomplished.

Two CEAP summer workshops have been held at the University of Tennessee, one in 1968 and one in 1969, for all professional staff of the centers. The summer sessions emphasize study of special problems in instructing CEAP students and the development of appropriate instructional materials. Manuals which were prepared at the 1968 workshop were reviewed and improved at the one in 1969, and are being used by the centers in the 1969-1970 school year.

In November of each year, a two-day faculty conference for center staff is held in Atlanta. Consultants are brought in to work with the staff, speakers address the group, and participants break up into small groups for in-depth discussion of various aspects of the project.

In February and March, a series of workshops are held at different CEAP campuses in the six instructional areas covered by the project: reading; speaking and listening; Reaction-I (ideas); Reaction-W (writing); mathematics, and counseling. Teachers in each curriculum area gather for discussion, demonstration, and exchange of ideas and materials.

Another important facet of the faculty development program is the provision of funds for staff members to attend selected professional meetings, such as those of the National Council of Teachers of English and the International Reading Association.

Sample CEAP Centers

As examples of the CEAP program, its development, and its achievements during its brief life thus far, the two centers at Allen University and Benedict College, located on adjoining campuses in Columbia, South Carolina, have been chosen. These two were selected not because they are typical, but rather because they demonstrate not only the anticipated results of the program, but the possibility of far-reaching implications of such a program.

Both of these colleges are church-related liberal arts institutions serving in the past an exclusively Negro clientele. Benedict College is accredited by the Southern Association of Colleges and Schools; Allen University is seeking accreditation, but is not accredited. Many outsiders have recommended a merger of the two institutions. There has been little, if any, support for this proposal within the institutions themselves in the past.

The College Education Achievement Projects at Allen University and Benedict College are apparently succeeding in their efforts to assist students to become academically qualified to enter the regular college program and to continue successfully the pursuit of their chosen fields. The program already enjoys the enthusiastic support of high school guidance counselors and principals, as well as parents of high school seniors and the general public. On both college campuses the large majority of CEAP students are enthusiastic about their work, are applying themselves well to their studies, and are showing progress in their several subjects.

The CEAP program is a cooperative venture at Allen University and Benedict College. One coordinator supervises both programs; all staff

meetings are held jointly, and mathematics students of both schools are mixed in classes and taught by the same instructor.

Student activities such as field trips, creative activities, and social affairs are always held jointly by both projects. This arrangement is working quite well; it serves to cement good relations between the two colleges as well as ease the operation of the two projects.

Not only are CEAP students succeeding in terms of the project's objectives, but apparently CEAP is also having a beneficial impact upon the academic, counseling, and administrative programs of both schools.

Presently, the administrative officials of the two schools are working together for the promotion of other joint projects and greater cooperation and pooling of resources. At the faculty level there is in operation a joint Allen-Benedict Curriculum Revision Committee (including CEAP staff members of both schools) seeking ways to upgrade the curriculum, and consequently the teaching, at both schools. The CEAP coordinator and staff have figured heavily in the structuring and functioning of this committee. *CEAP considers this as one of its most important contributions to the total program.*

CEAP staff members are considered full faculty members at both schools. They enjoy all of the fringe benefits and participate fully in the total life of the two colleges.

The coordinator, who is aided by a full-time assistant, is an associate dean at Benedict, a member of the Administrative Council of both schools, and serves on the Curriculum Revision Committees, the Education Commissions, and the Student Affairs Committees of both schools. He is also co-chairman of the Benedict

committee setting up criteria for the transference of CEAP students into the regular college program. He is a member of a similar committee at Allen University.

CEAP staff members also serve on various committees of the two colleges and are often called upon as consultants in the English and mathematics departments of the two schools, especially where the freshman curriculum is concerned. Indeed, CEAP is being used as a sort of guide for revising and strengthening the regular freshman curriculum at Benedict College. There the plan is to build a three-stage curriculum for freshmen, with CEAP as the first stage, for those who need intensive remedial training. The plan calls for the wide use of CEAP methods and materials. Ultimately, this will lead to an upgrading and strengthening of the entire curriculum.

Test scores of CEAP students were compared with those of regular freshmen at Benedict College, revealing that CEAP students were functioning generally on the same level with regular freshmen, even though CEAP students, for the most part, have poor high school transcripts, many of less than "C" average. This fact brought home to the college officials the realization that nearly all freshmen at Benedict need the type of intensive program of strong remedial work that CEAP is providing.

Following are additional evidences of the impact that CEAP is having upon the regular programs at both schools:

AT ALLEN AND BENEDICT

1. Many regular students are participating in the news analysis section of the CEAP program.

2. Regular students, as well as CEAP students, admire the CEAP program—its effective teaching methods, et cetera, and are making numerous requests for relatives and friends to enter the program.
3. Regular faculty members comment frequently on the desirable behavior patterns exhibited by CEAP students. Regular students are taking notice of this fact.
4. Many regular freshmen who are not succeeding in their regular freshman program of studies are applying to CEAP for the second semester for the purpose of getting a good foundation and making a fresh start. (CEAP will be able to do very little of this sort of thing, since it is not provided for in the CEAP guidelines.)
5. A small number of regular students are participating in CEAP's creative activities.

AT ALLEN UNIVERSITY

1. CEAP and the college are developing a joint reading laboratory.

AT BENEDICT COLLEGE

1. The college is following CEAP's lead in structuring methods of mid-term evaluation of students.
2. Seniors who are majoring in elementary education will spend some time in the reading laboratory observing methods and techniques of teaching basic reading skills and becoming acquainted with the wide variety of materials and equipment used.

The staffs of the Columbia CEAP projects are convinced, therefore, that the program is serving a very good purpose. It is having an impact

not only upon CEAP students, but upon the total program of education at both colleges. As CEAP develops in terms of skills, techniques, and meaningful experiences, its leadership in useful educational innovations can become an important aspect of the efforts to upgrade the academic programs of Allen University and Benedict College.

Research and Evaluation

From the outset, research and evaluation has been an important component of the CEAP. As soon as the centers began operation in 1967, a testing program was initiated to provide information for:

1. comparing CEAP students with the general college-going population before and after experience in the CEAP.
2. guiding instruction during the program.
3. evaluating student progress after exposure to the program.

With the first "graduates" of CEAP programs not yet halfway through their college careers, it is too early for final conclusions to be drawn about CEAP's effect on college success.

Three types of measurement are used, however,

to gauge the progress of students as they move through the program and on through college. These are:

1. The percentage of CEAP students recommended for college admission.
2. The scores of students on standard aptitude and achievement tests.
3. The grade point average maintained by the students after admission to college.

Based on assessments thus far in these three areas, CEAP students are making encouraging progress. Of the 1360 students enrolled in the program in 1968-1969, 920, or sixty-eight percent, were recommended for admission into the regular college program. Of the remainder, fifteen percent withdrew from CEAP for one reason or another, and seventeen percent were not recommended for admission, but were counselled into other activities.

Statistics compiled so far for students now engaged in regular college work indicate that they are averaging better than a "C" level in their studies—not bad for students who would not have been admitted to college at all under the usual admission standards.

COLLEGE PREPARATORY CENTER PROGRAM

Participating Institutions

*Friendship Junior College
Rock Hill, South Carolina*

*The Mather School
Beaufort, South Carolina*

*Voorhees Junior College
Denmark, South Carolina*

The College Preparatory Center Program (CPCP) was a pilot program conducted for three semesters and a summer term in 1966-67. The program was funded by the Office of Economic Opportunity with a grant of \$883,250 to the Southern Association of Colleges and Schools. It was administered from offices in Columbia, South Carolina; three small, church-related junior colleges in South Carolina served as the operating centers. Policy for the CPCP was determined by a board consisting of the three college presidents, representatives of the national denominational boards with whom the colleges are affiliated, and the Director of the Education Improvement Project.

The objectives of the CPCP were:

1. to provide interesting and original remedial offerings to certain selected prospective college students.
2. to give financial support to the students enrolled in the program.
3. to allow the colleges themselves to make better use of their time and resources by reducing their remedial responsibilities.

Each CPCP center enrolled a maximum of 100 students. All the recruitment resources available to the college in a given locality were utilized in selecting students for the program. Conferences with local high school guidance counselors and principals were perhaps the primary method.

The center programs were conducted in terms of eight weeks each. Two sessions coincided roughly with each college semester, while the fifth was equivalent to a summer school. Students were advised to enroll for as many of the eight-week sessions as the CPCP faculty deemed necessary. Relations were established with area trade school and technical centers for those few students whose aptitudes or inclinations were such as to make attendance there advisable. It was recognized by the entire CPCP staff that extremely intensive advising and counseling were necessary for the program to be successful.

One of the first activities of a new CPCP student was to undergo an extensive and carefully formulated program of testing. The last thing before his departure was another series of examinations. A comprehensive file was kept on each student.

In selecting the faculty and staff for the CPCP, careful consideration was given applicants who had special training and experience in teaching the disadvantaged, and a series of workshops for all those employed was conducted. Ample funds for special equipment, materials, and books were provided.

The instructional methods used by the faculty were original and varied and sometimes even completely unconventional. The traditional compartmentalization into specific disciplines was scarcely recognizable and the standard division of the academic day into 50-minute time blocs was discarded. Cooperative, or interdisciplinary, teaching was the rule rather than the exception. In the CPCP, "curriculum" meant the entire scope of a student's experiences under the auspices of the program.

The encouraging results of the College Preparatory Center Program as evidenced through the testing program led to the development of the similar, though greatly expanded, College Education Achievement Project.

A follow-up study of students formerly enrolled in the CPCP continues to be conducted by the staff of the College Education Achievement Project. This study was funded for a four-year period with a grant of \$9,375 from the Mary Reynolds Babcock Foundation.

Of the 467 former CPCP students for whom valid current addresses were available, replies

were received from 320 or 68.5% to the first inquiry about their activities. Of these 320, 241 reported that they were continuing their education in college, trade school, or some other formal program. They were enrolled in 37 different institutions.

Since that time forms have been sent to the institutions requesting information about the progress and academic standing of these students. Further attempts are being made to establish contact with those who did not reply to the first questionnaire. Because of the varied types of institutions and methods of evaluation it is difficult to summarize the progress or the academic standing of the students. At the institution attended by the largest number of former CEAP students the average for the freshman year recorded for these students was just above a 'C.' A correlation of college grades with various data collected during the program indicates that instructor recommendations were the best predictors of college success, approached only by the scores on the language section of the California Achievement Test. Further studies of the results are being made as additional information becomes available.



BOOK PROJECTS

The book projects included five programs, three of which were funded by the Ford Foundation and two by the Fund for the Advancement of Education, a former arm of the Ford Foundation. The specific programs, the amounts and sources of funds supporting them, and the year funded, are as follows:

<u>Name of Program</u>	<u>Source of Funds</u>	<u>Amount of Grant</u>	<u>Year Funded</u>
Paperback Book Program	Fund for Advancement of Education	\$173,800	1967
Project Opportunity Hardback Book Program	Fund for Advancement of Education	12,000	1967
Nashville EIP Hardback Book Program	Fund for Advancement of Education	12,000	1967
CEAP Paperback Book Program	Ford Foundation	2,000	1968
Black Studies Paperback Book Project	Ford Foundation	99,300	1969
Total Funding		\$299,100	

THE PAPERBACK BOOK PROGRAM

The purpose of this program was to provide each of the predominantly Negro colleges and universities with a moderate collection of high quality paperback books. Ninety-nine institutions (three were graduate or professional only, 18 were graduate and four-year, 63 were four-year and 15 were two-year) participated in the

program. These institutions received book allotments on the basis of \$1.00 per student enrolled.

An extensive evaluation and follow-up of the program was conducted, involving both students and faculty members. A major conclusion from this evaluation was that the project had been reasonably successful in

accomplishing its main objective—namely, the improvement of the reading habits of students in the predominantly Negro colleges and universities.

PROJECT OPPORTUNITY HARDBACK BOOK PROJECT

The \$12,000 grant from the Fund for the Advancement of Education was used to purchase a set of high-interest, low-reading-level books for each of the Project Opportunity centers. The books used were selected from the list published by the National Council of Teachers of English, *High Interest, Low Reading Level for Reluctant Readers*.

These books were principally hardbacks, with the addition of a few paperbacks. They were purchased as a single item by the central EIP office and distributed to the various centers. The use of these books was not restricted to Project Opportunity students but was extended to all students in the schools.

NASHVILLE EIP HARDBACK BOOK PROGRAM

The primary purpose of this program was to aid in improving the reading habits of the pupils in the Nashville EIP. In order to make more books available for this purpose, the Fund for the Advancement of Education made a \$12,000 grant to the Nashville EIP. At a discount price, approximately \$14,000 worth of books were purchased.

CEAP PAPERBACK BOOK PROGRAM

Approximately 100 students at each of 13 predominantly Negro colleges in the Southeast were the primary beneficiaries of the Ford

Foundation's \$2,000 paperback book grant to the College Education Achievement Project. The purpose of the program was to provide reading matter apart from curricular material which would be inexpensive, accessible, of varying difficulty and content, all selected according to student interests. Approximately 300 titles representing a total purchase of about 4,000 volumes were selected and shipped to each of the 13 centers.

The general categories included mystery and suspense, black culture, Negro humor, general humor, romance, self-help books, science fiction, classical fiction, historical novels and standard non-fiction. The books were made available on a self-serve basis without any coercion on the part of staff personnel.

From time to time the outside reading has been coordinated with outside classroom activities; in all cases, the books have formed the nucleus of an independent CEAP library, with students playing the predominant role in regulating the use of the books and selecting future titles to supplement the present inventory. Instructors and counselors have reported an excellent student response and an unusually low cost/value ratio.

BLACK STUDIES PAPERBACK BOOK PROJECT

The purpose of this program is to make available to 85 four-year predominantly Negro colleges and universities a set of paperback books on Afro-American and African culture in the amount of approximately \$1,000 per institution. The two major objectives of the program are these:

1. To assist in meeting the demands of today's college and university students for appropriate black studies collections in the nation's institutions of higher learning.
2. To provide an activity which appropriately involves students in planning, operation, and evaluation.

The 85 colleges and universities, the Ford Foundation, and EIP are joint participants in this project. The Project Committee has the responsibility for planning, directing, and evaluating the project. The composition of the committee is as follows: four faculty members

from the colleges and universities, four students from the same source, and three representatives from the Education Improvement Project.

The books were delivered to the participating institutions during the fall of 1969.

In addition to forwarding these collections to each of the 85 colleges and universities, the central EIP staff, with the assistance of a committee of black studies experts, faculty members, and students, has prepared a list of these books to be sent to all the colleges and universities in the United States.



PERSONNEL

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